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ABSTRACT

In 1993, a second annual review was conducted of the 1990 State Regents admission policy for the Oklahoma State System of higher education. The review was intended to assure institutional policy compliance, ascertain the effects of increased admission standards on institutional student profiles, and evaluate whether the ultimate goal of maximizing student success was being achieved. In keeping with the 1990 policy, both the University of Oklahoma (UO) and the Oklahoma State University (OSU) are experiencing a stair-step increase in admission standards. In the fall of 1991, to enter the OSU or UO, a student was required to have a 21 or higher American College Test (ACT) score, or rank in the top 40 percent and have a minimum 3.0 (4-point scale) high school grade point average (GPA). Study findings included the following: (1) from fall 1991 to fall 1992 total enrollment reached 163,988, representing a 2.8% increase, while first-time entering freshman enrollment increased by 4.3% for OSU, 4.1% for UO, and 7.9% for the two-year schools; (2) the comprehensive and regional institutions are not receiving as large a market share of high school graduates as they were six years ago, with two-year institutions absorbing their enrollment losses; (3) among fall 1992 first-time entering freshmen, 58% of those admitted to both comprehensive and regional institutions met all three criteria (ACT, rank, and GPA) for the appropriate tier; (4) systemwide attrition rates declined from fall 1987 to fall 1992; and (5) from 1987 to 1992, minority student enrollment increased from 16.7% to 23.3%. Data tables and study recommendations are included. (PAA)

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ADMISSION POLICY IMPACT STUDY 1993

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SECOND ANNUAL STUDY
SEPTEMBER 23, 1993

JC 940 019

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ADMISSION POLICY IMPACT STUDY

EXECUTIVE SUMMARY

Scope and Purpose of the Study:

The State Regents' "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System" (December 1990) requires an annual review of the implementation of the admission policy. The three stated purposes of the review are: 1) to assure institutional policy compliance; 2) to ascertain the effects of the increased admission standards on the respective institution's student profiles; and 3) to evaluate if the ultimate goal of maximizing student success is being achieved. This is the second annual Admission Policy Impact Study.

Only two years of data are available since the implementation of the stair-step increases in admission standards. Therefore, the study cannot provide a comprehensive analysis of the impact of admission standards, nor does it provide adequate information to assure institutional policy compliance. In addition, it is impossible to establish a direct causal relationship between admission standards and student retention through ex post facto research. However, the study does provide insight into the State System and individual institution's student profiles, as well as a historic overview of total and first-time freshman enrollment.

Admission Standards:

Semester	ACT	High School Rank	High School GPA	Special Admission Categories
Comprehensive Universities				
Fall 1990	21 or	50% and	3.0	Summer Admission; Special Waiver; Adult Admission; Home Study or Unaccredited High School.
Fall 1991	21 or	40% and	3.0	Summer Admission;* Alternative Admission; Adult Admission; Home Study or Unaccredited High School.
Fall 1992	21 or	33.3% and	3.0	
Fall 1993	21 or	33.3% and	3.0	

*The State Regents modified the Summer Admission Program for the comprehensive institutions effective fall 1993.

Semester	ACT	High School Rank	High School GPA	Special Admission Categories
Regional Universities (minus NSU)				
Fall 1990	19 or	66.6% or	2.7	Summer Admission; Special Waiver; Adult Admission; Home Study or Unaccredited High School.
Fall 1991	18 or	60% and	2.7	Summer Admission; Alternative Admission; Adult Admission; Home Study or Unaccredited High School.
Fall 1992	19 or	55% and	2.7	
Fall 1993	19 or	50% and	2.7	
Northeastern State University				
Fall 1990	20 or	50% or	3.0	Summer Admission; Special Waiver; Adult Admission; Home Study or Unaccredited High School.
Fall 1991	20 or	50% or	3.0	Summer Admission; Alternative Admission; Adult Admission; Home Study or Unaccredited High School.
Fall 1992	20 or	55% and	2.7	
Fall 1993	20 or	50% and	2.7	
Two-Year Colleges				
Open Admission				

Data Findings:

- Total enrollment increased from fall 1991 to fall 1992 to 163,988 students, +2.8 percent. By tier the enrollment grew: comprehensive, +1.3 percent; four-year, +3.1 percent; two-year, +3.5 percent.

  Total enrollment from fall 1987 to fall 1992 showed the following changes: System, +8.3 percent; by tier: comprehensive, -3.5 percent; four-year, +8.9 percent; two-year, +17.3 percent.

- First-time-entering freshman enrollment increased in each tier from fall 1991 to fall 1992: System, +6.3 percent; by tier: comprehensive, +4.3 percent; four-year, +4.1 percent; two-year, +7.9 percent.

  First-time-entering freshman enrollment from fall 1987 to fall 1992 exhibited different patterns than the one-year gains: System, -2.4 percent; by tier: comprehensive, -25.5 percent; four-year, -7.7 percent; two-year, +10.7 percent.

- High school graduates decreased in number from 1991 to 1992 by 1.0 percent, while the percentage of graduates attending a State System institution increased

from 40.1 percent to 43.2 percent. The number of graduates was down 8.0 percent from 1987 to 1992. However, projections indicate that the number of high school graduates will increase by more than 16 percent from 1993 to 1999.

- Comprehensive and regional institutions are not receiving as large a marketshare of high school graduates as they were six years ago. The two-year institutions have absorbed the losses of the other tiers.

- High school performance and ACT data were available on only 66 percent of all first-time-entering students in the fall of 1992. For those for whom data were available, 58 percent of first-time-entering freshmen admitted to both the comprehensive and regional institutions in fall 1992 met all three criteria (ACT, rank, and GPA) for the appropriate tier.

- Of the students meeting only the ACT or rank and GPA criterion, more students met the high school performance criterion only (18 percent) than met the required ACT score only (12 percent).

- Applications have declined at the comprehensive tier, as well as the percentage of applicants accepted and the number of accepted students who enrolled.

- Total transfer activity decreased in the State System from fall 1987 to fall 1991. However, a greater number of students are transferring from the two-year colleges to four-year institutions. The comprehensive institutions have yet to benefit from this increased number of transfer students from the two-year colleges.

- Attrition rates declined from fall 1987 to fall 1992; however, slight increases were experienced in some institutions from fall 1991 to fall 1992.

- Minority student enrollment increased from 16.7 percent in fall 1987 to 23.3 percent in fall 1992, with each of the five minority groups enrolling more first-time-entering freshmen. Native American student enrollment posted the largest percentage point gain.

- Students admitted under the Alternative Admission Policy to the comprehensive and regional institutions from fall 1991 to fall 1992 achieved lower average ACT scores (18 to 21) and college GPAs (1.87 to 2.47) than the total first-time-entering freshmen. Both groups attempted and completed a similar number of credit hours - 11. Six percent of the alternative admission students were scholarship athletes. Minority students were 31 percent of the alternative admission students compared to 24 percent of all of the first-time-entering freshmen.

- Dispelling the myth that funding is based on student enrollment, each of the three tiers have experienced increases in state appropriations, regardless of the trend in enrollment.

Conclusions and Recommendations:

The purpose of the Admission Policy Impact Study is to determine the effects of the increased admission standards on the State System and the respective institution's student profiles. Information generated via this review process is to be used by the State Regents to ascertain if the admission standards are appropriate and if the goal of enhancing student success is being achieved.

As previously noted, this second study has limitations which preclude drawing definitive conclusions that would lead to the lowering of or further enhancing of admission standards. Nonetheless, these conclusions may be drawn from the study:

1. All students desiring to pursue higher education have access via the State Regents' three roads of entry as represented by the three tiers: two-year colleges, regional universities, and comprehensive institutions. Additionally, all students desiring to attend and/or graduate from a particular comprehensive or regional university have access via the special admission provisions or the two transfer admission categories.

2. Student success as evidenced by increased student retention during the six-year study period is being achieved. However, the slight increase in attrition from fall 1991 to fall 1992 should be watched closely.

3. The desired increase in two-year college transfer students is happening at the regional institutions, but has not yet been seen at the comprehensive universities.

4. ACT scores are increasing at the comprehensive and regional universities.

5. Minority student freshman enrollment is not being negatively impacted by the increased admission standards. In fact, comparing the fall 1992 data to the 1990 census information, blacks, Native Americans, and Asians were better represented in the public colleges and universities than they were in the state population. Students of Hispanic origin were underrepresented in the State System by less than one percent.

As a result of this study, State Regents' staff makes the following recommendations:

1. That the State Regents continue the comprehensive review of admission standards, collecting all relevant data, verifying the accuracy of the data, and publicly issuing an annual study. Staff recommends that, as time allows, the study assume a greater research focus and move from simply reporting data to a research design that correlates the multiple factors included in the study, i.e., ACT scores, race, gender, high school performance data, etc. Such a research design should allow for models of "student success" to be developed.

2. That recent State Regents' actions be incorporated into future studies. In June, the State Regents adopted a three-part package to enhance student preparation

for college as follows: 1) Required Competencies for College Entry - a faculty translation of the existing 11-unit curricular requirement into the specific knowledge and skills that students need to be successful in college-level courses; 2) Evaluation of these Competencies - use of the ACT subtest scores to determine student readiness for college with mandatory remediation; and 3) Increasing the Number of High School Curricular Requirements - students entering as freshmen in the fall of 1997 will be required to have successfully completed a 15-unit high school core curriculum. This package has the potential of greatly enhancing student preparation for college and will impact the student success model for this study.

3. That State Regents' staff work with institutional officials regarding their experiences with the implementation of the higher admission standards. This study can serve as the basis for such collaboration. Incomplete data and the accuracy of some data are concerns. In 1997, admission standards will again increase with the high school core curricular requirement of 15 units. Comprehensive entry level student assessment was fully implemented in the fall of 1993, but is still evolving; the ACT subscore requirements of 19 with mandatory remediation will be required in the fall of 1994. Implementation of H.B. 1017 is just now affecting high school transcripts. When competencies are listed as opposed to grades and courses, it reduces a student's performance requirements to the single indicator of the ACT score. Finally, predicting student success is not an exact science that may be reached exclusively by using quantifiable data. Staff recommends that the work with institutional officials commence immediately with a targeted date for reporting to the State Regents of January 1994.

4. That consideration be given, during this interim study period, to maintaining the Alternative Admission category at the eight percent limit for both the comprehensive and regional universities for an additional year with continued study as to the academic success of students admitted in this program.

ADMISSION POLICY IMPACT STUDY

Purpose and Scope of the Study:

The State Regents' "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System" (December 1990) requires an annual review of the implementation of the admission policy. The three stated purposes of the review are: 1) to assure institutional policy compliance; 2) to ascertain the effects of the increased admission standards on the respective institution's student profiles; and 3) to evaluate if the ultimate goal of maximizing student success is being achieved.

This is the second annual Admission Policy Impact Study. The report provides a discussion of the background of the State Regents' admission policy and a presentation of comparative student data including total enrollment, first-time freshman enrollment, high school to college-going rates, ACT scores, high school performance data, race and age information, type of admission, and conclusions and recommendations. The narrative describes general trends and highlights from the tables in the appendices.

Several factors make it difficult to conclusively ascertain the effects of increased admission standards. For example, the stair-step increase in admission standards began in 1990 at the comprehensive institutions and 1991 at the four-year colleges. Thus, a class has yet to graduate that entered under the first year of increased standards. The most recent available data are for fall 1992, which provide two years of data on the class entering fall 1990. Additionally, there are many complex factors affecting student enrollment and retention. That is, it is difficult to establish a causal relationship between any two elements of the student's environment given the great number of inputs. For example, admission standards reached the highest level in fall 1992 at the comprehensive institutions and there was a decline in the number of high school graduates. Even so, the University of Oklahoma experienced almost a five percent increase in first-time freshman enrollment.

This study seeks to examine trends in student demographic and performance data. Some areas, such as single-year attrition rates, may provide more direct insight into the possible impact of higher admission standards. However, the critical element needed to assess the ultimate impact of admission standards is missing - time.

Background:

Both the comprehensive and regional institutions are experiencing a stair-step increase in admission standards. The two comprehensive institutions started the ascent in the fall of 1990 with the combining of the high school GPA and class rank requirements. In the fall of 1991, to enter the University of Oklahoma or Oklahoma State University, a student was required to have a 21 or higher ACT score or rank in the top 40 percent and have a 3.0 or above high school GPA. The admission standards for OU and OSU reached the highest level

in the fall of 1992 with a required ACT score of 21 or above or high school rank in the top 33.3 percent and a GPA of 3.0 or higher.

The high school class rank and GPA were combined into a single admission standard at the regional universities in the fall of 1991. Additionally, student performance requirements were increased from the top 66 percent to the top 60 percent. In the fall of 1992, students desiring entry into one of the regional schools were required to have a 19 or higher ACT score or rank in the top 55 percent of their respective high school classes and a have 2.7 GPA. The admission standards for the regional institutions will reach the highest level in the fall of 1993 with a student performance level on the ACT or in high school in the top 50 percent.

In 1988, Northeastern State University requested higher admission standards than the regional tier. In the fall of 1991, students entering NSU were required to have an ACT score of 20 or higher or a 3.0 high school GPA or rank in the top half of the class. In the fall of 1992, students were required to have a 20 or higher on the ACT or rank in the top 55 percent of the high school class with a high school GPA of 2.7 or higher.

In addition to the two regular avenues of admission, the State Regents' admission policy has four student right-to-try opportunities and a second chance provision: summer admission, alternative admission, adult admission, home study or unaccredited high school, and transfer probation.

This stair-step increase in admission standards coupled with the student right-to-try provisions at 12 of the State System schools requires a timely and thorough evaluation of the institutional and student effects of the admission policy.

National Trends:

Projections by the National Center for Educational Statistics indicate that national enrollment in institutions of higher education is expected to rise slightly between 1991 and 2003. The first year of this projection has held true for Oklahoma. (See Appendix A.)

The percentage of high school graduates going directly to college increased from 47 percent to 60 percent from 1973 to 1990. The increase in college-going rates was particularly pronounced in the female population. (See Appendix B.)

Data from the 1992 Southern Regional Education Board Fact Book indicate that headcount enrollment in public institutions of higher education increased 13.5 percent in the nation and 17.0 percent in the SREB states from 1984 to 1990. Two-year colleges showed more dramatic increases for the period than four-year universities. From 1984 to 1990, headcount enrollment increased 11.5 percent in the nation and 12.7 percent in the SREB states at four-year institutions. Two-year college headcount enrollment increased 13.5 percent in the nation and 22.1 percent in the SREB states during the same period. (See Appendices C, D, and E.)

Total and First-Time Freshman Enrollment for Fall Semester 1992:

Total headcount enrollment in The Oklahoma State System of Higher Education was 163,988 in fall 1992, a 2.8 percent increase from fall 1991. Total enrollment at the two-year institutions increased 3.5 percent, compared to 3.1 percent at the four-year colleges and 1.3 percent at the comprehensive institutions. (See Appendices F and G.)

Since fall 1987, more dramatic increases at the two-year institutions (17.3 percent) were experienced with moderate gains reported at the four-year universities (8.9 percent). The comprehensive universities' total enrollment was 3.5 percent less in fall 1992 than in fall 1987. The State System gained 8.3 percent. (See Appendix G.)

First-time freshman enrollment increased more dramatically than total enrollment from fall 1991 to fall 1992, posting a 6.3 percent gain. State System first-time freshman enrollment was 26,734 students for fall 1992. While two-year institutions far outpaced the other tiers, gaining 7.9 percent, the comprehensive institutions reported a larger percentage increase (4.3 percent) than the four-year universities (4.1 percent). (See Appendices F and H.)

A six-year history of first-time freshman enrollment shows dramatically different patterns than the one-year gains. Overall, State System first-time freshman enrollment was down 2.4 percent from fall 1987 to fall 1992. The State System loss was attributable to reduced enrollment of first-time freshmen at the comprehensive (-25.5 percent) and four-year (-7.7 percent) institutions over the six-year period. By contrast, the two-year colleges experienced a 10.7 percent increase in first-time freshman enrollment for the period. (See Appendix H.)

The multitude of factors affecting first-time freshman and total enrollment makes it difficult to examine any change in enrollment patterns based solely on changes in admission standards. For example, fall 1990 was the first semester of higher admission standards at OU and OSU. Standards have continued to increase in fall 1991 and fall 1992. OU has had a year-to-year increase in first-time freshman enrollment in two of the three years, while OSU has had a decrease in two of the three years.

Fall 1991 was the first year for increased admission standards at the four-year institutions. While first-time freshman enrollment at the four-year institutions has increased from fall 1991 to fall 1992, there has been no consistent pattern among the individual institutions and changes in enrollment have varied widely.

High School Graduates:

There were 32,670 high school graduates in 1991-92, down 8.0 percent from 1987. The number of high school graduates dropped slightly from spring 1991 to spring 1992, decreasing 1.0 percent (see Appendix I). Projections indicate that the number of Oklahoma high school graduates will grow each year from 1992-93 to 1998-99, increasing more than 16 percent for the period. (See Appendix I.)

Marketshare of High School Graduates:

The proportion of high school graduates attending a State System institution increased 1.5 percentage points to 43.2 percent in 1992 compared to 41.7 percent in 1987. This gain is accounted for by a sharp 2.4 percentage point gain at the two-year tier from 1991 to 1992, and 6.1 percentage points increase from 1987 to 1992. The four-year tier, OU, and OSU all experienced a decrease in the percentage of high school graduates attending their respective institutions. (See Appendix J.)

Number of Student Applicants, Acceptances, and Enrollments:

Data on the number of applications, acceptances, and enrollments are provided for the comprehensive institutions only. Information is provided for each of the three categories from within Oklahoma and within Oklahoma and the United States. Data for the two- and four-year colleges were not complete and are not included. (See Appendix K.)

In the six study years, the University of Oklahoma has experienced a substantial decline in the number of applications from within Oklahoma (-23 percent or 949 applications) and within Oklahoma and the United States (-24 percent or 1,444 applications). The percentage of Oklahoma applicants accepted to OU has declined from 98.2 percent in fall 1987 to 93.8 percent in fall 1992. Contributing to the decline in enrollment over the six-year period is the drop in the number of Oklahoma applicants who enrolled after being accepted. In fall 1987, 68.8 percent of those accepted subsequently enrolled compared to 65.7 percent in fall 1992.

Oklahoma State University has experienced a less severe drop in the number of applications from within Oklahoma (-12 percent or 445 applications) and from within Oklahoma and the United States (-9 percent or 414 applications) than OU, but a greater drop in the percentage of students accepted who applied and the percentage of students who enrolled after being accepted. The percentage of Oklahoma applications accepted dropped 7.2 percentage points to 92.1 percent in fall 1992. The percentage of Oklahoma applicants accepted who subsequently enrolled declined 6.8 percentage points to 63.2 percent in fall 1992.

Transfer Activity:

Overall, from fall 1987 to fall 1991, there was a large decrease (-13.4 percent) in the number of transfer students received by State System institutions and a small (-3.4 percent) decline in the number of students transferring away from the State System institutions. (See Appendices L and M.)

The comprehensive institutions experienced a decline (7.4 percent) in the number of students transferring to their respective universities from fall 1987 to fall 1991. The decline in the number of transfer students to the institutions was most pronounced at OU, reporting a 13.7 percent drop compared to a 1.1 percent drop at OSU. At the same time, fewer students transferred away from both OU and OSU (-17.6 percent). It is important to note that institution and State System enrollments also changed during this period.

Four-year institutions reported dramatic increases in the number of transfer students to their institutions (21.9 percent) as well as declines in transfers away from their institutions (-13.8 percent) from fall 1987 to fall 1991. Several four-year institutions reported changes in student transfer counter to the tier trend.

The number of students transferring to two-year institutions declined substantially (-33.3 percent), while transfers from the institutions increased (9.5 percent) from fall 1987 to fall 1991. These trends apply only to the two-year tier in aggregate. Changes over this time period among individual institutions varied widely.

Transfer activity can also be examined from a net-gain-or-loss perspective. In fall 1991, the comprehensive tier and the four-year tier both had more students transfer in from other public institutions than transferred out to other public institutions. The two-year tier had slightly more students transfer away from their institutions than transferred to their institutions, as would be expected given the mission of the community colleges. Within the four- and two-year tiers there were institutions that had transfer patterns counter to the respective tier trends. (See Appendix M.)

(Data were not available for 1992.)

Student Year-to-Year Attrition:

In the attached charts, attrition rates are provided for students who did not return or graduate from the previous year. Attrition rates are provided for each tier and the system. Institutional attrition rates only consider whether or not the student leaves the institution. System attrition rates track the student through the State System. For example, if a student leaves Redlands Community College and transfers to the University of Oklahoma, the student would be included in Redlands' institution attrition rate, but not the system attrition rate. If the student leaves the institution and the system, the student would be counted in both categories.

Both system and institution attrition rates for the freshman class in the State System have experienced a substantial decline in the last six years. That is, more freshmen from the 1991-92 academic year returned in fall 1992 than freshmen from the 1986-87 academic year returned in fall 1987. System attrition dropped from 36 percent in fall 1987 to 30 percent in fall 1992. Institution attrition dropped from 54 percent in fall 1987 to 46 percent in fall 1992. (See Appendices N and O.)

The decline in institution and system attrition was fairly consistent among the tiers for the first five years. However, from fall 1991 to fall 1992, there were slight increases in system attrition at the four- and two-year colleges and universities. Institution attrition was stable from fall 1991 to fall 1992, except at the comprehensive tier where institution attrition declined due to the University of Oklahoma's improvement in student retention.

Significantly different patterns in system and institution attrition rates are developing between OU and OSU. For example, for fall 1991 to fall 1992 freshman institution attrition at OU dropped four percentage points to 24 percent, while the institution attrition rate at OSU increased two percentage points to 34 percent.

Institution and system attrition rates for all class levels exhibited similar patterns among the tiers. Each tier showed a significant percentage point drop from fall 1987 to fall 1992. However, system attrition increased slightly from fall 1991 to fall 1992 at both the two- and four-year colleges and universities.

American College Testing (ACT) Information:

As would be expected with the implementation of higher admission standards, the number of first-time-entering freshmen with a score greater than or equal to that required for admission has increased at the comprehensive and four-year tiers.

At the comprehensive tier, 74.5 percent of first-time-entering freshmen for whom ACT scores were available had an ACT score of greater than or equal to 21 in fall 1992, compared to 59.1 percent in fall 1987. The percentage of first-time-entering freshmen with a score of 19 or greater at the four-year colleges and universities increased to 51.5 percent in fall 1992 compared to 41.9 percent in fall 1987. (See Appendix P.)

High School Performance and ACT Information:

High school performance and ACT data were available only on 66 percent of the first-time-entering students in the fall of 1992. The following information includes only students for whom performance data were available. For the comprehensive tier, 3,533 of the 4,758 first-time-entering freshmen had all three data elements available compared to 3,875 of the 6,506 first-time-entering freshmen at the regional tier. (See Appendix Q.)

For students for whom data were available, 58 percent of first-time-entering freshmen admitted to both the comprehensive and regional institutions in fall 1992 met all three criteria (ACT, rank, and GPA) for the appropriate tier. By tier, 64 percent of the students at the comprehensive institutions met all three criteria, and 52 percent of the students at the regional universities met all three criteria. Of the students meeting either the ACT only or rank and GPA only criterion, more students met the rank and GPA criterion (18 percent) than met the required ACT score (12 percent). For those for whom data were available, 12 percent met none of the admission criteria. Students not meeting the performance standards may be admitted in the special admission categories.

Enrollment by Race and Age:

It is critical to the State Regents' goal of student success to insure that higher admission standards do not adversely affect minority student enrollment. First-time-entering freshman enrollment is examined by the following classifications: white, black, Native American, Hispanic, Asian, and nonresident alien enrollments.

The enrollment of first-time-entering minority students has shown a strong and consistent increase in the State System since fall 1987, increasing from 16.7 percent to 23.3 percent in fall 1992. While each tier has posted a gain in minority student enrollment since 1987, the greatest increases occurred at the comprehensive and two-year tiers. However, it is important to note that the four-year tier had significantly higher minority enrollments in 1987 than the other two tiers, thus making it more difficult to post large gains. Of the three tiers, only the four-year universities had a decrease in first-time-entering minority enrollment from fall 1991 to fall 1992. However, the fall 1992 enrollment of 25.2 percent was still the highest of any other tier, compared to the comprehensive minority enrollment of 23.8 percent and two-year minority enrollment of 21.8 percent. (See Appendix R.)

Each of the five minority groups examined enrolled first-time-entering freshmen at higher levels in fall 1992 than in fall 1987 in the State System. Native American student

enrollment posted the largest percentage point gain over the six-year period, increasing to 9.2 percent in fall 1992. This increase made Native Americans the largest minority population followed by black enrollment which was 8.7 percent in fall 1992. While small increases in Asian, Hispanic, and nonresident alien enrollments were reported over the six-year period, each population was less than 2.5 percent of the first-time freshman enrollment in the State System for fall 1992. (See Appendix S.)

The distribution of first-time-entering freshmen by age has remained virtually unchanged at the comprehensive tier while there has been a slight shift towards younger students in the State System. In the State System in fall 1992, 70.4 percent of students were under the age of 21 - up from 66.3 percent in fall 1987. In fall 1992, the comprehensive tier was most heavily weighted towards first-time freshmen under the age of 21 (94.9 percent), followed by the four-year institutions (77.6 percent) and the two-year institutions (60.1 percent). The most significant change in the State System was the increased percentage of first-time freshmen under 21 years of age at the two-year institutions, increasing from 46.7 percent in fall 1987 to 60.1 percent in fall 1992. (See Appendix T.)

The Student Data Report, for which fall 1991 is the most recent data available, indicates the mean age of all students increased from 27.02 years in fall 1987 to 27.85 years in fall 1991.

Type of Admission:

In the State System in fall 1992 the following data on first-time-entering freshman by type of admission were reported: 29.4 percent regular admission to a bachelor's program; 27.6 percent regular admission to an associate in arts or science program; 16.5 percent to associate in applied science; 10.3 percent adult admission; 7.4 percent special non-degree seeking; 2.9 percent alternative admission; and 0.1 percent summer provisional admission.

The comprehensive institutions exceeded the maximum percentage allowed for alternative admissions by 0.4 percent, or approximately 18 students, in fall 1992. The comprehensive institutions were allowed to admit up to 8.0 percent of first-time freshmen under the Alternative Admission Policy and reported admitting 8.4 percent or 388 students in fall 1992.

The four-year institutions were allowed to admit up to 7 percent of first-time freshmen under the Alternative Admission Policy and reported admitting 6.4 percent or 370 students in fall 1992.

Two-year colleges had the highest rate of adult admissions at 12.3 percent followed by four-year universities at 9.0 percent and the comprehensive tier at 3.0 percent. (See Appendix U.)

Alternative Admission Students Fall 1991-Fall 1992:

The Alternative Admission Policy allows comprehensive and regional institutions to admit a specified percentage of the first-time-entering freshmen based on criteria other than performance and curricular requirements. Two-year colleges have open admission and do not utilize the alternative admission category to admit students. Under the Alternative Admission Policy, institutions must submit admission criteria that identify students who: 1) have a reasonable chance for academic success; 2) have an unusual talent or ability in art, drama, music, sports, and the like; or 3) are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where

s/he desires to enroll. Waivers may not be awarded in significant disproportion for scholarship athletes and are to be used to promote the system goal of Social Justice.

Beginning fall 1991, the comprehensive institutions were allowed to admit up to seven percent of the total first-time-entering freshmen from the previous year into the alternative admission category; the regional institutions could admit six percent or 50 students, whichever was greater. In fall 1992, the percentage was increased to eight percent at the comprehensive institutions and seven percent or 50, whichever was greater, at the regional institutions. For fall 1993 alternative admission, the comprehensive universities may admit eight percent and the regional institutions may admit eight percent or 50, whichever is greater.

The average ACT score of students admitted under the Alternative Admission Policy from fall 1991 to fall 1992 was three points below the average ACT score for all first-time-entering freshmen systemwide (18 to 21). At the comprehensive universities, the difference between the two groups' average ACT score was five points (19 to 24), and at the regional institutions, the difference between the two groups' ACT scores was two points (17 to 19). (See Appendices V and W.)

Scholarship athletes comprised six percent of the total number of alternative admission students from fall 1991 to fall 1992. At the comprehensive institutions, seven percent of the alternative admission students were scholarship athletes compared to five percent at the regional institutions.

Minority students constituted 31 percent of the alternative admission students systemwide from fall 1991 to fall 1992, compared to 24 percent of the total first-time-entering freshman population. Minority students were 36 percent of the alternative admission students and 20 percent of the first-time-entering freshmen at the comprehensive institutions. At the regional institutions, minority students were 25 percent of alternative admission students and 26 percent of the first-time-entering freshmen. Systemwide, black students had the largest minority representation and Asian students the smallest for both alternative admission and first-time-entering freshmen admission. (See Appendix X.)

Systemwide alternative admission students' average college GPA was 0.6 points lower than the average college GPA of all first-time-entering freshmen from fall 1991 to fall 1992. At the comprehensive institutions, alternative admission students' average college GPA was 2.05, with all first-time-entering freshmen earning an average college GPA of 2.65. Comparatively, at the regional institutions alternative admission students' average college GPA was 1.72, with all the first-time-entering freshmen achieving an average GPA of 2.35. Credit hours attempted and completed by alternative admission students from fall 1991 to fall 1992 were similar to that of total first-time-entering freshmen students for the same period. (See Appendix W.)

A key factor in evaluating the performance of alternative admission students is student retention. Retention data for alternative admission students were not available, but will be analyzed in future reports.

Historical Comparison of FTE Enrollment to State Appropriations:

As with total enrollment, full-time-equivalent (FTE) enrollment increased from 1990-91 to 1991-92.

A popular myth is that the State Regents allocate monies on the basis of student enrollment. That is, if enrollment increases, funding increases; if student numbers drop, so goes state revenue. In fact, this is not the case.

Each of the three tiers has experienced an increase in state appropriations. Regardless of the trend in enrollment, each of the tiers has received significant increases in state appropriations. Most notably, OU and OSU received solid increases in state revenue during periods of declining enrollment. (See Appendix Y.)

Conclusions and Recommendations:

The purpose of the Admission Policy Impact Study is to determine the effects of the increased admission standards on the State System and the respective institution's student profiles. Information generated via this review process is to be used by the State Regents to ascertain if the admission standards are appropriate and if the goal of enhancing student success is being achieved.

As previously noted, this second study has limitations which preclude drawing definitive conclusions that would lead to the lowering of or further enhancing of admission standards. Nonetheless, these conclusions may be drawn from the study:

1. All students desiring to pursue higher education have access via the State Regents' three roads of entry as represented by the three tiers: two-year colleges, regional universities, and comprehensive institutions. Additionally, all students desiring to attend and/or graduate from a particular comprehensive or regional university have access via the special admission provisions or the two transfer admission categories.

2. Student success as evidenced by increased student retention during the six-year study period is being achieved. However, the slight increase in attrition from fall 1991 to fall 1992 should be watched closely.

3. The desired increase in two-year college transfer students is happening at the regional institutions, but has not yet been seen at the comprehensive universities.

4. ACT scores are increasing at the comprehensive and regional universities.

5. Minority student freshman enrollment is not being negatively impacted by the increased admission standards. In fact, comparing the fall 1992 data to the 1990 census information, blacks, Native Americans, and Asians were better represented in the public colleges and universities than they were in the state population. Students of Hispanic origin were underrepresented in the State System by less than one percent.

As a result of this study, State Regents' staff makes the following recommendations:

1. That the State Regents continue the comprehensive review of admission standards, collecting all relevant data, verifying the accuracy of the data, and publicly issuing an annual study. Staff recommends that, as time allows, the study assume a greater research focus and move from simply reporting data to a research design that correlates the multiple factors included in the study, i.e., ACT scores, race, gender, high school performance data, etc. Such a research design should allow for models of "student success" to be developed.

2. That recent State Regents' actions be incorporated into future studies. In June, the State Regents adopted a three-part package to enhance student preparation for college as follows: 1) Required Competencies for College Entry - a faculty translation of the existing 11-unit curricular requirement into the specific knowledge and skills that students need to be successful in college-level courses; 2) Evaluation of these Competencies - use of the ACT subtest scores to determine student readiness for college with mandatory remediation; and 3) Increasing the Number of High School Curricular Requirements - students entering as freshmen in the fall of 1997 will be required to have successfully completed a 15-unit high school core curriculum. This package has the potential of greatly enhancing student preparation for college and will impact the student success model for this study.

3. That State Regents' staff work with institutional officials regarding their experiences with the implementation of the higher admission standards. This study can serve as the basis for such collaboration. Incomplete data and the accuracy of some data are concerns. In 1997, admission standards will again increase with the high school core requirement of 15 units. Comprehensive entry level student assessment was fully implemented in the fall of 1993, but is still evolving; the ACT subscore requirements of 19 with mandatory remediation will be required in the fall of 1994. Implementation of H.B. 1017 is just now affecting high school transcripts. When competencies are listed as opposed to grades and courses, it reduces a student's performance requirements to the single indicator of the ACT score. Finally, predicting student success is not an exact science that may be reached exclusively by using quantifiable data. Staff recommends that the work with institutional officials commence immediately with a targeted date for reporting to the State Regents of January 1994.

4. That consideration be given, during this interim study period, to maintaining the Alternative Admission category at the eight percent limit for both the comprehensive and regional universities for an additional year with continued study as to the academic success of students admitted in this program.

APPENDICIES

Figure 8
Enrollment in institutions of higher education, with alternative projections: Fall 1978 to fall 2003

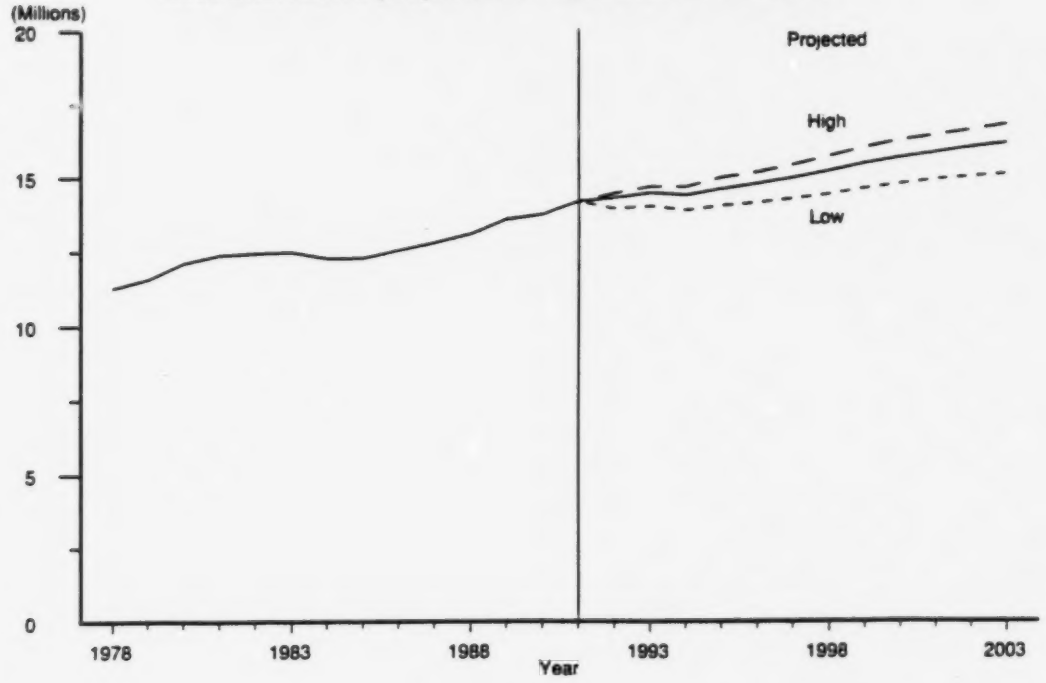
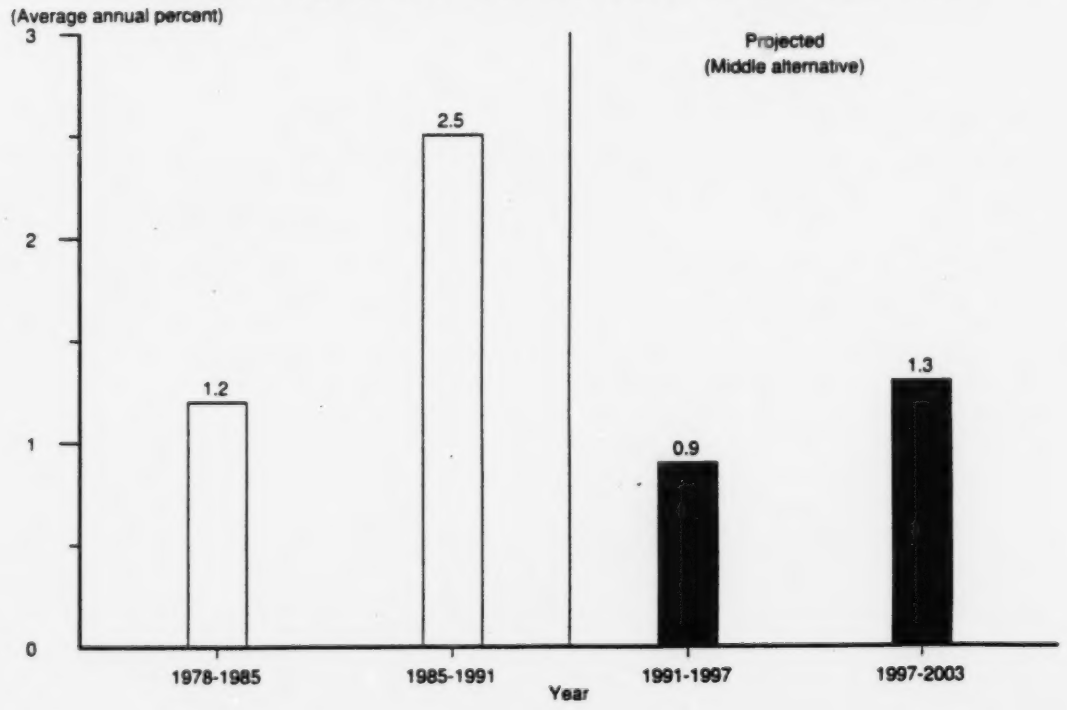


Figure 9
Average annual growth rates for total higher education enrollment



Source: National Center for Educational Statistics. Projections of Educational Statistics to 2003. December 1992.

Immediate transition from high school to college

- **Among 1990 high school graduates, 3 out of 5 were enrolled in college in October 1990—one in a 2-year college and two in a 4-year college.**
- **Between 1973 and 1990, the percentage of high school graduates going directly to college increased from 47 percent to 60 percent.**
- **The percentage of black high school graduates going directly to college was greater in 1989 (48 percent) than it had been in 1974 (40 percent). However, in the late 1980s blacks and Hispanics were about equally likely to go directly to college and both were still less likely than whites (62 percent) to do so.**
- **Female high school graduates in 1988, 1989, and 1990 were more likely than their male counterparts to go directly to college. In the mid 1970s, the reverse was the case.**

Most college students enroll immediately after finishing high school. So the percentage of high school graduates enrolled in college in the October following graduation is a leading indicator of the total proportion who will eventually enroll. The percentage enrolling is a measure of the accessibility of postsecondary education to high school graduates.

Percentage of high school graduates enrolling in college in October following graduation, by sex, type of college, and race/ethnicity: 1973–1990

		Male			Female			Race/ethnicity[1]			
Year	Total	Total	2-year	4-year	Total	2-year	4-year	White	Black	Hispanic	Other[2]
1973	46.6	50.0	14.6	35.4	43.4	15.2	28.2	—	—	—	—
1974	47.6	49.4	16.6	32.8	45.9	13.9	32.0	48.7	40.5	53.1	69.3
1975	50.7	52.6	19.0	33.6	49.0	17.4	31.6	49.1	44.5	52.7	67.7
1976	48.8	47.2	14.5	32.7	50.3	16.6	33.8	50.3	45.3	53.6	57.3
1977	50.6	52.1	17.2	35.0	49.3	17.8	31.5	50.1	46.8	48.8	61.1
1978	50.1	51.1	15.6	35.5	49.3	18.3	31.0	50.4	47.5	46.1	56.4
1979	49.3	50.4	16.9	33.5	48.4	18.1	30.3	50.1	45.2	46.3	60.5
1980	49.3	46.7	17.1	29.7	51.8	21.6	30.2	51.5	44.0	49.6	64.3
1981	53.9	54.8	20.9	33.9	53.1	20.1	33.0	52.4	40.3	48.7	72.7
1982	50.6	49.1	17.5	31.6	52.0	20.6	31.4	54.2	38.8	49.4	69.0
1983	52.7	51.9	20.2	31.7	53.4	18.4	35.1	55.5	38.0	46.7	60.9
1984	55.2	56.0	17.7	38.4	54.5	21.0	33.5	57.9	39.9	49.3	60.1
1985	57.7	58.6	19.9	38.8	56.8	19.3	37.5	58.6	39.5	46.1	66.2
1986	53.8	55.8	21.3	34.5	51.9	17.3	34.6	58.5	43.5	42.3	72.5
1987	56.8	58.3	17.3	41.0	55.3	20.3	35.0	58.8	44.2	45.0	73.4
1988	58.9	57.1	21.3	35.8	60.7	22.4	38.3	60.1	49.7	48.5	73.9
1989	59.6	57.6	18.3	39.3	61.6	23.1	38.5	61.6	48.0	52.7	72.6
1990	60.1	58.0	19.6	38.4	62.2	20.6	41.6	—	—	—	—

[1] Due to small sample sizes for the Black, Hispanic, and Other categories, 3-year averages are calculated. The 3-year average for 1989 is the average percentage enrolling in college in 1988, 1989, and 1990.
[2] Includes individuals who are not Hispanic, white, or black; most are Asian and some are American Indian.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey.

TABLE 15

Total Headcount Enrollment in Higher Education

	Enrollment Fall 1990	Percent Increase				Percent Public	
		Total		Public			
		1978 to 1984	1984 to 1990	1978 to 1984	1984 to 1990	1980	1990
United States	13,871,725	8.9	11.9	7.7	13.5	77.8	77.9
SREB States	4,095,628	13.1	16.3	12.8	17.0	83.9	84.4
SREB States as a Percent of U.S.	29.5						
Alabama	217,550	6.2	26.8	6.3	31.0	87.4	90.1
Arkansas	90,425	9.3	14.8	7.5	17.8	85.4	87.0
Florida	538,389	17.8	21.2	13.9	24.2	81.2	81.7
Georgia	251,810	12.6	27.9	8.3	30.9	76.1	78.0
Kentucky	177,852	8.2	23.9	4.5	30.5	80.3	82.7
Louisiana	186,599	18.3	3.7	19.0	2.2	85.4	84.8
Maryland	259,700	9.3	10.8	8.2	9.4	86.6	85.0
Mississippi	122,883	6.9	17.8	7.0	17.7	88.6	88.7
North Carolina	351,990	17.7	13.8	21.6	14.4	79.3	81.0
Oklahoma	173,221	12.5	3.1	13.6	3.6	85.6	87.2
South Carolina	159,302	1.1	21.2	3.0	24.6	81.3	82.3
Tennessee	226,238	3.1	12.6	2.8	14.6	76.6	77.4
Texas	901,437	21.2	13.3	22.0	14.0	87.5	89.0
Virginia	353,442	9.6	24.8	8.4	18.8	87.9	82.4
West Virginia	84,790	0.0	7.3	0.0	8.4	86.9	87.4

SOURCES SREB analysis of National Center for Education Statistics data tapes of fall enrollments in higher education, 1978, 1984, and 1990.

TABLE 16

Headcount Enrollment in Four-Year Colleges and Universities

	Enrollment Fall 1990	Percent Change				Percent Public	
		Total		Public			
		1978 to 1984	1984 to 1990	1978 to 1984	1984 to 1990	1978	1990
United States	8,672,152	7.0	10.6	5.9	11.5	67.7	67.6
SREB States	2,565,198	9.5	13.2	8.7	12.7	78.5	77.6
SREB States as a Percent of U.S.	29.6						
Alabama	141,647	1.6	18.1	0.9	20.9	86.0	87.4
Arkansas	71,207	5.5	12.6	5.5	13.2	85.8	86.2
Florida	268,928	22.2	19.1	19.4	23.2	65.1	65.8
Georgia	187,474	15.7	24.3	13.1	25.2	76.5	75.3
Kentucky	131,403	-1.4	19.7	-3.4	19.6	82.6	81.0
Louisiana	162,702	19.6	-0.7	22.0	-2.7	84.0	84.0
Maryland	149,004	5.3	10.7	2.0	8.0	78.7	74.4
Mississippi	69,421	0.7	10.6	-0.9	10.9	85.8	84.7
North Carolina	210,220	11.5	17.7	12.3	18.1	70.0	70.7
Oklahoma	110,703	4.3	0.6	5.6	2.2	81.6	84.0
South Carolina	105,090	2.4	17.0	5.8	18.4	74.0	77.4
Tennessee	155,976	-3.2	8.3	-4.1	6.0	72.6	70.5
Texas	512,082	14.3	8.6	13.9	9.4	81.3	81.6
Virginia	218,099	12.0	24.6	10.5	15.7	80.2	73.5
West Virginia	71,242	-1.2	7.2	0.1	8.1	87.2	88.9

SOURCES SREB analysis of National Center for Education Statistics data tapes of fall enrollments in higher education, 1978, 1984, and 1990

TABLE 17

Headcount Enrollment in Two-Year Colleges

	Fall 1990					Percent Public	
	Enrollment	Percent Public	Percent Women	Percent of First-Time Enrollment	Percent of Total Enrollment	1978 to 1984	1984 to 1990
United States	5,172,655	95.6	57.4	49.5	37.3	12.1	13.5
SREB States	1,527,459	96.0	58.3	46.6	37.3	19.9	22.1
SREB States as a Percent of U.S.	29.5						
Alabama	75,903	95.0	56.9	52.5	34.9	18.8	46.9
Arkansas	19,218	89.7	63.7	27.2	21.3	28.0	23.5
Florida	269,461	97.5	58.7	62.4	50.0	13.5	23.4
Georgia	64,059	86.3	57.3	42.8	25.4	3.3	39.1
Kentucky	46,449	87.6	65.4	37.4	26.1	58.5	37.7
Louisiana	22,932	94.4	63.0	14.8	12.3	6.1	42.0
Maryland	110,696	99.3	60.4	55.1	42.6	15.0	11.1
Mississippi	53,462	94.0	59.4	66.4	43.5	18.0	28.5
North Carolina	141,546	96.5	59.7	47.1	40.2	27.3	8.3
Oklahoma	62,256	93.4	56.7	53.3	35.9	32.2	7.4
South Carolina	54,212	91.9	59.0	49.0	34.0	-1.7	30.1
Tennessee	70,166	92.8	57.3	35.9	31.0	23.6	23.4
Texas	388,208	99.1	56.0	52.1	43.1	33.1	19.9
Virginia	135,343	96.9	58.0	30.0	38.3	2.6	29.2
West Virginia	13,548	79.3	65.4	26.8	16.0	6.6	7.8

SOURCES SREB analysis of National Center for Education Statistics data tapes of fall enrollments in higher education, 1978, 1984, and 1990.

APPENDIX F

Oklahoma State Regents for Higher Education

COMPARISON OF ENROLLMENTS AT PUBLIC INSTITUTIONS
FIRST-TIME FRESHMAN AND TOTAL HEADCOUNT
FALL 1991 TO FALL 1992

	First-Time Freshmen			Total Headcount		
Institution	Fall 1991	Fall 1992	Difference	Fall 1991	Fall 1992	Difference
University of Oklahoma	2,350	2,459	109	24,134	24,833	699
Oklahoma State University	2,213	2,299	86	19,963	19,854	(109)
Total Comprehensive	**4,563**	**4,758**	**195**	**44,097**	**44,687**	**590**
University of Central Oklahoma	1,191	1,247	56	14,604	15,074	470
East Central University	596	632	36	4,261	4,428	167
Northeastern State University	769	822	53	9,056	9,220	164
Northwestern Oklahoma State University	400	358	(42)	2,016	2,112	96
Southeastern Oklahoma State University	605	537	(68)	4,003	3,999	(4)
Southwestern Oklahoma State University	779	854	75	4,811	4,858	47
Cameron University	826	1,116	290	5,785	6,105	320
Langston University	546	429	(117)	3,106	3,312	206
University of Science & Arts of Oklahoma	332	263	(69)	1,605	1,637	32
Oklahoma Panhandle State University	207	248	41	1,110	1,187	77
Total 4-Yr Institutions	**6,251**	**6,506**	**255**	**50,357**	**51,932**	**1,575**
Connors State College	786	785	(1)	2,210	2,357	147
Eastern Oklahoma State College	506	598	92	1,852	2,066	214
Murray State College	625	609	(16)	1,625	1,582	(43)
Northeastern Oklahoma A&M College	983	1,222	239	2,517	2,710	193
Northern Oklahoma College	552	654	102	2,097	2,193	96
Rogers State College	402	870	468	3,388	3,438	50
Tulsa Junior College	3,251	3,422	171	18,564	19,354	790
OSU Technical Branch, Oklahoma City	361	284	(77)	4,231	4,344	113
OSU Technical Branch, Okmulgee	752	824	72	2,142	2,337	195
Western Oklahoma State College	366	347	(19)	1,730	1,735	5
Redlands Community College	484	500	16	1,414	1,706	292
Carl Albert State College	727	607	(120)	1,699	1,807	108
SWOSU - Sayre Campus	173	159	(14)	604	595	(9)
Seminole Junior College	417	462	45	1,484	1,642	158
Rose State College	1,793	1,803	10	9,848	9,511	(337)
Oklahoma City Community College	2,156	2,324	168	9,708	9,992	284
Total 2-Yr Institutions	**14,334**	**15,470**	**1,136**	**65,113**	**67,369**	**2,256**
Grand Total	**25,148**	**26,734**	**1,586**	**159,567**	**163,988**	**4,421**

NOTE: OU includes the Health Sciences Center; OSU includes OCOMS.

SOURCE: OCR2300

Oklahoma State Regents for Higher Education

A SIX-YEAR COMPARISON OF TOTAL UNDUPLICATED HEADCOUNT ENROLLMENTS AT PUBLIC INSTITUTIONS FALL 1987 TO FALL 1992

Institution	Fall 1987		Fall 1988		Fall 1989		Fall 1990		Fall 1991		Fall 1992		
	Enroll	Over Fall 86	Enroll	Over Fall 87	Enroll	Over Fall 88	Enroll	Over Fall 89	Enroll	Over Fall 90	Enroll	Over Fall 91	Over Fall 87
OU	24,933	0.8%	24,764	(0.7%)	23,333	(5.8%)	23,599	1.1%	24,134	2.3%	24,833	2.9%	(0.4%)
OSU	21,379	(2.8%)	21,510	0.6%	20,498	(4.7%)	20,024	(2.3%)	19,963	(0.3%)	19,854	(0.5%)	(7.1%)
Total Comprehensive	**46,312**	**(0.9%)**	**46,274**	**(0.1%)**	**43,831**	**(5.3%)**	**43,623**	**(0.5%)**	**44,097**	**1.1%**	**44,687**	**1.3%**	**(3.5%)**
UCO	13,941	3.3%	14,170	1.6%	14,252	0.6%	14,147	(0.7%)	14,604	3.2%	15,074	3.2%	8.1%
ECU	4,084	1.1%	4,238	3.8%	4,093	(3.4%)	4,208	2.8%	4,261	1.3%	4,428	3.9%	8.4%
NSU	8,429	3.3%	8,714	3.4%	8,711	0.0%	8,841	1.5%	9,056	2.4%	9,220	1.8%	9.4%
NWOSU	1,837	(4.6%)	1,742	(5.2%)	1,763	1.2%	1,878	6.5%	2,016	7.3%	2,112	4.8%	15.0%
SEOSU	3,942	(6.0%)	3,546	(10.0%)	3,604	1.6%	3,944	9.4%	4,003	1.5%	3,999	(0.1%)	1.4%
SWOSU	5,313	5.5%	4,818	(9.3%)	4,814	(0.1%)	4,787	(0.6%)	4,811	0.5%	4,858	1.0%	(8.6%)
Cameron	5,505	3.2%	5,751	4.5%	5,391	(6.3%)	5,261	(2.4%)	5,785	10.0%	6,105	5.5%	10.9%
Langston	1,950	3.1%	2,307	18.3%	2,532	9.8%	2,789	10.2%	3,106	11.4%	3,312	6.6%	69.8%
USAO	1,375	1.9%	1,340	(2.5%)	1,398	4.3%	1,548	10.7%	1,605	3.7%	1,637	2.0%	19.1%
Panhandle	1,310	5.6%	1,139	(13.1%)	1,154	1.3%	1,274	10.4%	1,110	(12.9%)	1,187	6.9%	(9.4%)
Total 4-Yr Institutions	**47,686**	**2.2%**	**47,765**	**0.2%**	**47,712**	**(0.1%)**	**48,677**	**2.0%**	**50,357**	**3.5%**	**51,932**	**3.1%**	**8.9%**
Connors	1,495	(4.2%)	1,729	15.7%	1,941	12.3%	1,998	2.9%	2,210	10.6%	2,357	6.7%	57.7%
Eastern	1,647	(0.2%)	1,726	4.8%	1,715	(0.6%)	1,894	10.4%	1,852	(2.2%)	2,066	11.6%	25.4%
Murray	1,245	2.2%	1,331	6.9%	1,325	(0.5%)	1,389	4.8%	1,625	17.0%	1,582	(2.6%)	27.1%
NEOAMC	2,604	12.0%	2,456	(5.7%)	2,590	5.5%	2,582	(0.3%)	2,517	(2.5%)	2,710	7.7%	4.1%
NOC	1,923	5.3%	1,879	(2.3%)	2,032	8.1%	2,028	(0.2%)	2,097	3.4%	2,193	4.6%	14.0%
Rogers	3,015	4.9%	2,987	(0.9%)	2,919	(2.3%)	2,894	(0.9%)	3,388	17.1%	3,438	1.5%	14.0%
TJC	16,013	4.7%	16,716	4.4%	16,921	1.2%	17,822	5.3%	18,564	4.2%	19,354	4.3%	20.9%
OSU-TB, OKC	3,029	(1.9%)	3,258	7.6%	3,689	13.2%	4,124	11.8%	4,231	2.6%	4,344	2.7%	43.4%
OSU-TB, OKM	1,993	(13.1%)	2,105	5.6%	1,769	(16.0%)	2,108	19.2%	2,142	1.6%	2,337	9.1%	17.3%
Western	2,129	4.6%	2,033	(4.5%)	2,029	(0.2%)	1,806	(11.0%)	1,730	(4.2%)	1,735	0.3%	(18.5%)
Redlands	1,525	(13.8%)	1,266	(17.0%)	1,076	(15.0%)	1,105	2.7%	1,414	28.0%	1,706	20.7%	11.9%
CASC	1,660	(19.4%)	1,439	(13.3%)	1,328	(7.7%)	1,426	7.4%	1,699	19.1%	1,807	6.4%	8.9%
SWOSU-Sayre	*	*	408	21.8%	430	5.4%	534	24.2%	604	13.1%	595	(1.5%)	45.8%
Seminole	1,440	(5.2%)	1,445	0.3%	1,422	(1.6%)	1,428	0.4%	1,484	3.9%	1,642	10.6%	14.0%
Rose	9,434	(0.5%)	9,371	(0.7%)	9,422	0.5%	9,665	2.6%	9,848	1.9%	9,511	(3.4%)	0.8%
OCCC	8,304	2.4%	8,465	1.9%	7,816	(7.7%)	7,951	1.7%	9,708	22.1%	9,992	2.9%	20.3%
Total 2-Yr Institutions	**57,456**	**0.0%**	**58,614**	**2.0%**	**58,424**	**(0.3%)**	**60,754**	**4.0%**	**65,113**	**7.2%**	**67,369**	**3.5%**	**17.3%**
Grand Total	**151,454**	**0.4%**	**152,653**	**0.8%**	**149,967**	**(1.8%)**	**153,054**	**2.1%**	**159,567**	**4.3%**	**163,988**	**2.8%**	**8.3%**

SOURCE: OCR2300 * SWOSU-Sayre included with SWOSU in 1987. NOTE: OU includes the Health Sciences Center; OSU includes OCOMS

Oklahoma State Regents for Higher Education

A SIX-YEAR COMPARISON OF FIRST-TIME FRESHMAN ENROLLMENTS AT PUBLIC INSTITUTIONS FALL 1987 TO FALL 1992

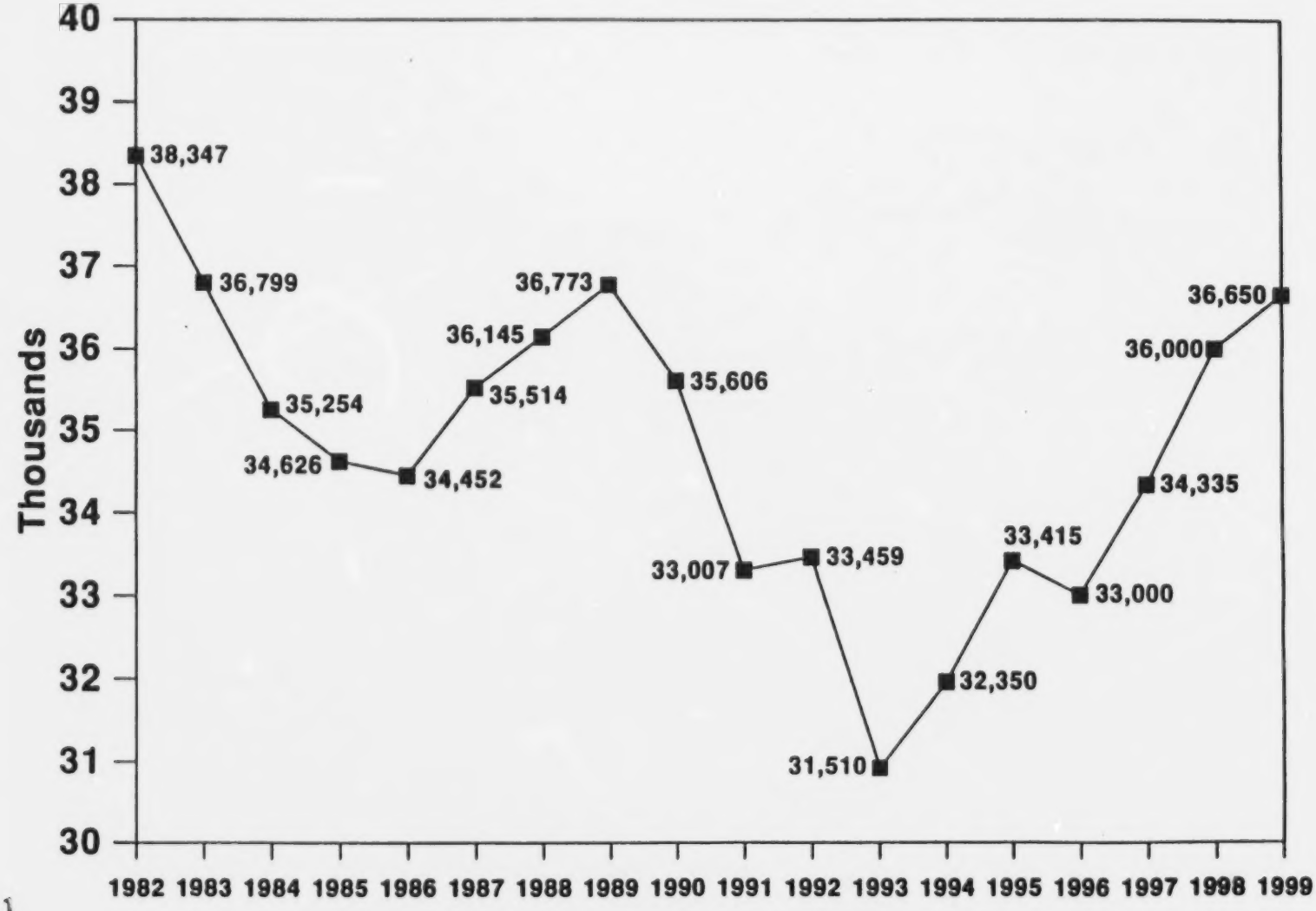
Institution	Fall 1987		Fall 1988		Fall 1989		Fall 1990		Fall 1991		Fall 1992		
	Enroll	Over Fall 86	Enroll	Over Fall 87	Enroll	Over Fall 88	Enroll	Over Fall 89	Enroll	Over Fall 90	Enroll	Over Fall 91	Over Fall 87
OU	3,496	10.3%	3,112	(11.0%)	2,502	(19.6%)	2,658	6.2%	2,350	(11.6%)	2,459	4.6%	(29.7%)
OSU	2,890	(7.7%)	3,075	6.4%	2,791	(9.2%)	2,352	(15.7%)	2,213	(5.9%)	2,299	3.9%	(20.4%)
Total Comprehensive	**6,386**	**1.4%**	**6,187**	**(3.1%)**	**5,293**	**(14.4%)**	**5,010**	**(5.3%)**	**4,563**	**(8.9%)**	**4,758**	**4.3%**	**(25.5%)**
UCO	1,483	9.7%	1,570	5.9%	1,360	(13.4%)	1,336	(1.8%)	1,191	(10.9%)	1,247	4.7%	(15.9%)
ECU	699	0.7%	572	(18.2%)	540	(5.6%)	531	(1.7%)	596	12.2%	632	6.0%	(9.6%)
NSU	1,036	11.8%	906	(12.5%)	891	(1.7%)	864	(3.0%)	769	(11.0%)	822	6.9%	(20.7%)
NWOSU	396	1.5%	337	(14.9%)	316	(6.2%)	339	7.3%	400	18.0%	358	(10.5%)	(9.6%)
SEOSU	587	(7.0%)	484	(17.5%)	525	8.5%	563	7.2%	605	7.5%	537	(11.2%)	(8.5%)
SWOSU	962	9.9%	735	(23.6%)	764	3.9%	714	(6.5%)	779	9.1%	854	9.6%	(11.2%)
Cameron	979	0.1%	817	(16.5%)	696	(14.8%)	581	(16.5%)	826	42.2%	1,116	35.1%	14.0%
Langston	362	32.6%	402	11.0%	407	1.2%	402	(1.2%)	546	35.8%	429	(21.4%)	18.5%
USAO	257	(7.6%)	261	1.6%	311	19.2%	374	20.3%	332	(11.2%)	263	(20.8%)	2.3%
Panhandle	286	24.3%	207	(27.6%)	259	25.1%	275	6.2%	207	(24.7%)	248	19.8%	(13.3%)
Total 4-Yr Institutions	**7,047**	**6.3%**	**6,291**	**(10.7%)**	**6,069**	**(3.5%)**	**5,979**	**(1.5%)**	**6,251**	**4.5%**	**6,506**	**4.1%**	**(7.7%)**
Connors	555	1.5%	595	7.2%	636	6.9%	628	(1.3%)	786	25.2%	785	(0.1%)	41.4%
Eastern	597	0.5%	567	(5.0%)	501	(11.6%)	581	16.0%	506	(12.9%)	598	18.2%	0.2%
Murray	452	(10.1%)	630	39.4%	490	(22.2%)	516	5.3%	625	21.1%	609	(2.6%)	34.7%
NEOAMC	657	(15.7%)	607	(7.6%)	899	48.1%	1,099	22.2%	983	(10.6%)	1,222	24.3%	86.0%
NOC	562	(4.6%)	622	10.7%	638	2.6%	626	(1.9%)	552	(11.8%)	654	18.5%	16.4%
Rogers	921	(2.0%)	869	(5.6%)	783	(9.9%)	807	3.1%	402	(50.2%)	870	116.4%	(5.5%)
TJC	3,676	22.0%	3,178	(13.5%)	3,122	(1.8%)	3,156	1.1%	3,251	3.0%	3,422	5.3%	(6.9%)
OSU-TB, OKC	796	(1.2%)	800	0.5%	724	(9.5%)	896	23.8%	361	(59.7%)	284	(21.3%)	(64.3%)
OSU-TB, OKM	489	(14.1%)	534	9.2%	444	(16.9%)	523	17.8%	752	43.8%	824	9.6%	68.5%
Western	531	11.3%	472	(11.1%)	450	(4.7%)	424	(5.8%)	366	(13.7%)	347	(5.2%)	(34.7%)
Redlands	605	(20.5%)	481	(20.5%)	366	(23.9%)	357	(2.5%)	484	35.6%	500	3.3%	(17.4%)
CASC	419	(45.3%)	442	5.5%	493	11.5%	435	(11.8%)	727	67.1%	607	(16.5%)	44.9%
SWOSU-Sayre	*	*	109	(1.8%)	110	0.9%	121	10.0%	173	43.0%	159	(8.1%)	45.9%
Seminole	354	(10.8%)	370	4.5%	433	17.0%	387	(10.6%)	417	7.8%	462	10.8%	30.5%
Rose	1,837	5.4%	1,752	(4.6%)	1,863	6.3%	1,702	(8.6%)	1,793	5.3%	1,803	0.6%	(1.9%)
OCCC	1,519	3.3%	1,612	6.1%	1,292	(19.9%)	1,463	13.2%	2,156	47.4%	2,324	7.8%	53.0%
Total 2-Yr Institutions	**13,970**	**(0.7%)**	**13,640**	**(2.4%)**	**13,244**	**(2.9%)**	**13,721**	**3.6%**	**14,334**	**4.5%**	**15,470**	**7.9%**	**10.7%**
Grand Total	**27,403**	**1.5%**	**26,118**	**(4.7%)**	**24,606**	**(5.8%)**	**24,710**	**0.4%**	**25,148**	**1.8%**	**26,734**	**6.3%**	**(2.4%)**

SOURCE: OCR2300

* SWOSU - Sayre included with SWOSU in 1987.

HIGH SCHOOL GRADUATES OF PUBLIC SCHOOLS IN OKLAHOMA BASED ON CURRENT PUBLIC SCHOOL ENROLLMENT

1981-82 THROUGH 1991-92 ACTUAL, WITH PROJECTIONS TO 1998-1999



Source: OSU Student Profile, Fall 1992. (Note: Actual 1991-92 data not included.)

APPENDIX J

Oklahoma State Regents for Higher Education

MARKETSHARE OF HIGH SCHOOL GRADUATES WHO ENROLL THE FOLLOWING FALL
1987-1992

Institution/Tier	Fall Semester	High School Graduate Previous Academic Year	First-Time Freshmen in Fall	Percent Enrolled in College in Fall
University of Oklahoma	1987	35,514	2,534	7.1%
	1988	36,145	2,267	6.3%
	1989	36,773	1,818	4.9%
	1990	35,606	1,815	5.1%
	1991	33,007	1,668	5.1%
	1992	32,670	1,695	5.2%
Oklahoma State University	1987	35,514	2,229	6.3%
	1988	36,145	2,310	6.4%
	1989	36,773	2,172	5.9%
	1990	35,606	1,730	4.9%
	1991	33,007	1,602	4.9%
	1992	32,670	1,610	4.9%
Four-Year Public Institutions	1987	35,514	4,716	13.3%
	1988	36,145	4,145	11.5%
	1989	36,773	3,944	10.7%
	1990	35,606	3,880	10.9%
	1991	33,007	3,784	11.5%
	1992	32,670	3,914	12.0%
Two-Year Public Institutions	1987	35,514	5,341	15.0%
	1988	36,145	5,938	16.4%
	1989	36,773	6,494	17.7%
	1990	35,606	6,461	18.1%
	1991	33,007	6,188	18.7%
	1992	32,670	6,884	21.1%
All Public Institutions	1987	35,514	14,820	41.7%
	1988	36,145	14,660	40.6%
	1989	36,773	14,428	39.2%
	1990	35,606	13,886	39.0%
	1991	33,007	13,242	40.1%
	1992	32,670	14,103	43.2%

SOURCE: First-Time Freshmen - State Regents' OCR 18000B1, Supplement 2.
High School Graduates - Oklahoma Annual Reports, State Dept. of Education, page 7.

Oklahoma State Regents for Higher Education

NUMBER OF STUDENT APPLICANTS, ACCEPTANCES, AND ENROLLMENTS FOR UNDERGRADUATE STUDENTS AT THE COMPREHENSIVE UNIVERSITIES

FALL 1987 TO 1992

WITHIN OKLAHOMA							
Institution	**Admission Action**	**1987**	**1988**	**1989**	**1990**	**1991**	**1992**
University of Oklahoma	Applied	4,118	3,877	3,211	3,340	3,159	3,169
	Accepted	4,044	3,796	3,134	3,275	3,010	2,973
	Enrolled	2,781	2,460	1,967	2,112	1,875	1,953
	Percent of Applied who were Accepted	98.2%	97.9%	97.6%	98.1%	95.3%	93.8%
	Percent of Accepted who Enrolled	68.8%	64.8%	62.8%	64.5%	62.3%	65.7%
Oklahoma State University	Applied	3,707	3,970	3,814	3,354	2,954	3,262
	Accepted	3,682	3,916	3,724	3,279	2,872	3,005
	Enrolled	2,576	2,726	2,443	2,060	1,918	1,899
	Percent of Applied who were Accepted	99.3%	98.6%	97.6%	97.8%	97.2%	92.1%
	Percent of Accepted who Enrolled	70.0%	69.6%	65.6%	62.8%	66.8%	63.2%
Comprehensive Institutions	Applied	7,825	7,847	7,025	6,694	6,113	6,431
	Accepted	7,726	7,712	6,858	6,554	5,882	5,978
	Enrolled	5,357	5,188	4,410	4,192	3,793	3,852
	Percent of Applied who were Accepted	98.7%	98.3%	97.6%	97.9%	96.2%	93.0%
	Percent of Accepted who Enrolled	69.3%	67.3%	64.3%	64.0%	64.5%	64.4%

NOTE: Foreign students not included. Includes 'within county' and 'outside county but within state'.

WITHIN OKLAHOMA AND THE UNITED STATES							
Institution	**Admission Action**	**1987**	**1988**	**1989**	**1990**	**1991**	**1992**
University of Oklahoma	Applied	5,921	5,576	4,823	4,723	4,489	4,477
	Accepted	5,776	5,406	4,664	4,596	4,191	4,138
	Enrolled	3,475	3,088	2,486	2,636	2,317	2,429
	Percent of Applied who were Accepted	97.6%	97.0%	96.7%	97.3%	93.4%	92.4%
	Percent of Accepted who Enrolled	60.2%	57.1%	53.3%	57.4%	55.3%	58.7%
Oklahoma State University	Applied	4,387	4,634	4,600	3,933	3,433	3,973
	Accepted	4,352	4,574	4,474	3,823	3,325	3,623
	Enrolled	2,807	2,966	2,704	2,270	2,106	2,181
	Percent of Applied who were Accepted	99.2%	98.7%	97.3%	97.2%	96.9%	91.2%
	Percent of Accepted who Enrolled	64.5%	64.8%	60.4%	59.4%	63.3%	60.2%
Comprehensive Institutions	Applied	10,308	10,210	9,423	8,656	7,922	8,450
	Accepted	10,128	9,982	9,138	8,421	7,516	7,761
	Enrolled	6,282	6,076	5,190	4,906	4,423	4,610
	Percent of Applied who were Accepted	98.3%	97.8%	97.0%	97.3%	94.9%	91.8%
	Percent of Accepted who Enrolled	62.0%	60.9%	56.8%	58.3%	58.8%	59.4%

NOTE: Foreign students not included. Includes 'within county', 'outside county but within state', and 'outside of state but within U.S.'.

SOURCE: OCR18000B1

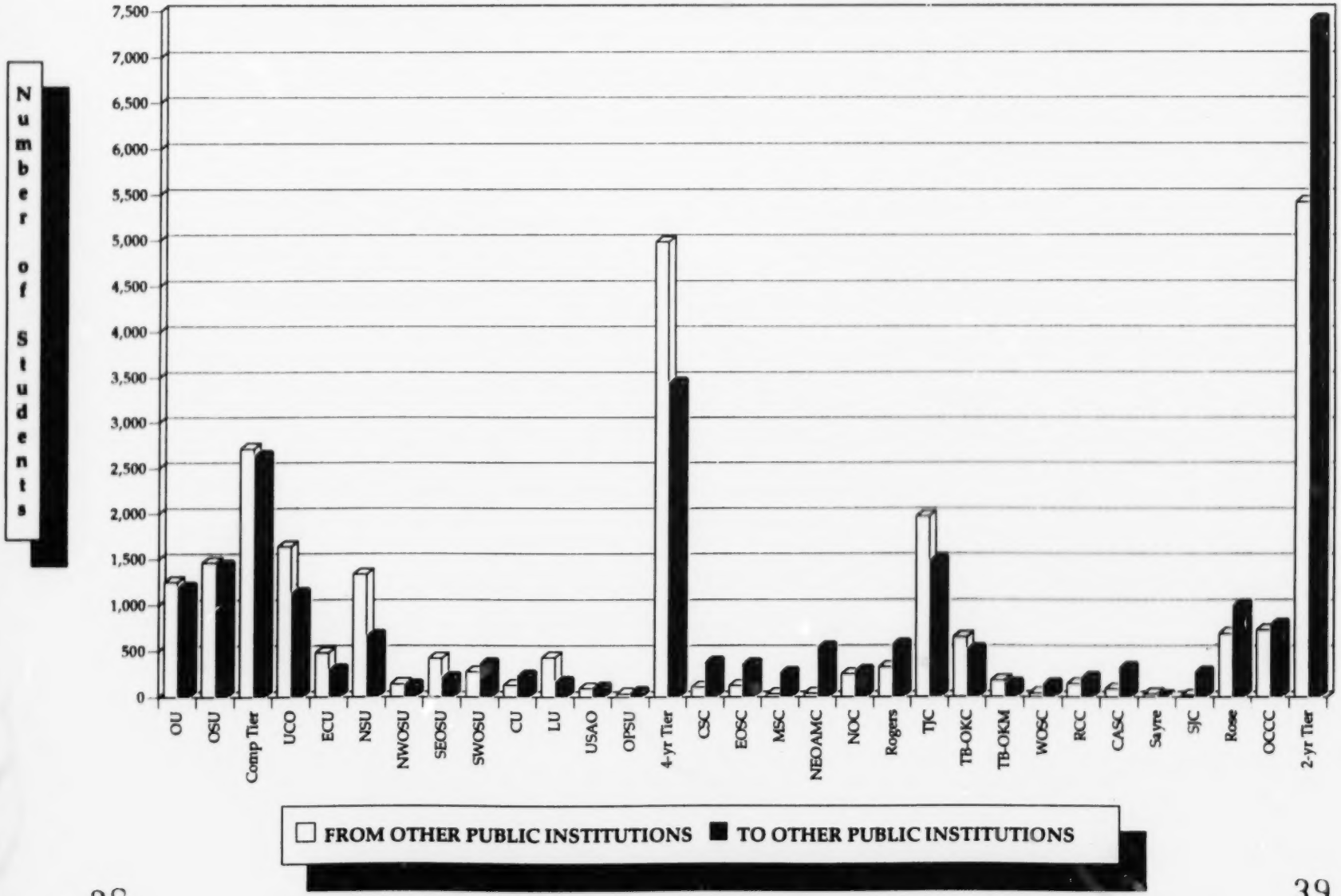
APPENDIX L

Oklahoma State Regents for Higher Education

HISTORICAL STUDENT TRANSFER ACTIVITY
ALL OKLAHOMA PUBLIC INSTITUTIONS
Fall 1987 through Fall 1991

	Total Students Transferring To:						% Chg	Total Students Transferring From:						% Chg
	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Total	87 to 91	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Total	87 to 91
University of Oklahoma	1,449	1,164	957	1,297	1,250	6,117	(13.73%)	1,493	1,566	1,708	1,566	1,202	7,535	(19.49%)
Oklahoma State University	1,477	1,573	1,495	1,444	1,461	7,450	(1.08%)	1,712	1,801	1,742	1,652	1,440	8,347	(15.89%)
Comprehensive Tier:	**2,926**	**2,737**	**2,452**	**2,741**	**2,711**	**13,567**	**(7.35%)**	**3,205**	**3,367**	**3,450**	**3,218**	**2,642**	**15,882**	**(17.57%)**
Univ of Central Oklahoma	1,501	1,628	1,573	1,839	1,637	8,178	9.06%	1,556	1,643	1,504	1,546	1,135	7,384	(27.06%)
East Central University	443	442	405	509	480	2,279	8.35%	379	383	359	370	307	1,798	(19.00%)
Northeastern State Univ	935	1,037	1,126	1,016	1,335	5,449	42.78%	552	693	631	658	675	3,209	22.28%
Northwestern OK St Univ	121	129	143	174	142	709	17.36%	261	189	178	168	140	936	(46.36%)
Southeastern OK St Univ	254	287	308	404	419	1,672	64.96%	239	198	186	200	220	1,043	(7.95%)
Southwestern OK St Univ	226	304	297	358	274	1,459	21.24%	490	467	481	469	377	2,284	(23.06%)
Cameron University	176	215	163	126	130	810	(26.14%)	234	259	231	278	246	1,248	5.13%
Langston University	226	338	313	501	432	1,810	91.15%	133	135	145	172	174	759	30.83%
Un of Sci & Arts of OK	116	100	81	100	95	492	(18.10%)	117	148	146	123	112	646	(4.27%)
OK Panhandle St Univ	87	63	80	86	36	352	(58.62%)	39	58	45	60	61	263	56.41%
Four-Year Tier:	**4,085**	**4,543**	**4,489**	**5,113**	**4,980**	**23,210**	**21.91%**	**4,000**	**4,173**	**3,906**	**4,044**	**3,447**	**19,570**	**(13.83%)**
Connors State College	95	138	112	142	109	596	14.74%	351	333	320	371	391	1,766	11.40%
Eastern OK State College	93	14	91	13	124	335	33.33%	304	417	274	396	370	1,761	21.71%
Murray State College	44	32	35	43	33	187	(25.00%)	274	253	224	295	274	1,320	0.00%
NE Oklahoma A&M Coll	31	68	67	40	37	243	19.35%	460	562	508	591	549	2,670	19.35%
Northern Oklahoma Coll	278	224	254	199	251	1,206	(9.71%)	249	286	291	321	293	1,440	17.67%
Rogers State College	253	378	253	262	324	1,470	28.06%	426	486	547	499	578	2,536	35.68%
Tulsa Junior College	1,579	1,821	1,809	1,963	1,966	9,138	24.51%	953	1,282	1,214	1,369	1,485	6,303	55.82%
OSU TB, Oklahoma City	1,311	1,391	1,527	727	648	5,604	(50.57%)	632	595	621	697	520	3,065	(17.72%)
OSU TB, Okmulgee	112	177	98	191	180	758	60.71%	40	111	121	145	155	572	287.50%
Western OK State College	38	71	93	44	41	287	7.89%	174	171	179	195	150	869	(13.79%)
Redlands Community Coll	109	124	112	102	145	592	33.03%	241	250	238	250	218	1,197	(9.54%)
Carl Albert State College	97	80	97	121	90	485	(7.22%)	271	185	243	226	330	1,255	21.77%
Sayre Junior College			17	33	34	84	n/a			40	31	24	95	n/a
Seminole Junior College	103	43	19	10	17	192	(83.50%)	253	296	285	299	279	1,412	10.28%
Rose State College	3,135	2,087	2,077	2,287	690	10,276	(77.99%)	1,052	1,084	1,013	1,025	1,001	5,175	(4.85%)
OKC Community College	838	839	780	701	728	3,886	(13.13%)	1,093	1,126	1,160	1,128	799	5,306	(26.90%)
Two-Year Tier:	**8,116**	**7,487**	**7,441**	**6,878**	**5,417**	**35,339**	**(33.26%)**	**6,773**	**7,437**	**7,278**	**7,838**	**7,416**	**36,742**	**9.49%**
Total:	**15,127**	**14,767**	**14,382**	**14,732**	**13,108**	**72,116**	**(13.35%)**	**13,978**	**14,977**	**14,634**	**15,100**	**13,505**	**72,194**	**(3.38%)**

TRANSFER PATTERN OF STUDENTS WITHIN PUBLIC INSTITUTIONS FOR FALL 1991



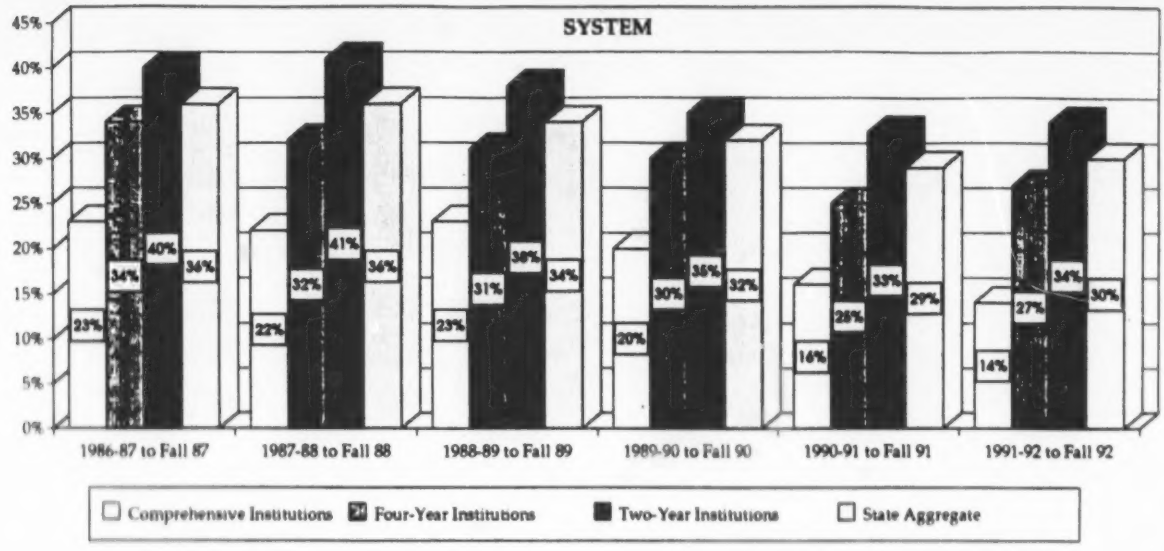
PERCENT OF SINGLE YEAR ATTRITION BY CLASS LEVEL FOR UNDERGRADUATE STUDENTS FROM THE PREVIOUS YEAR TO FALL OF THE FOLLOWING YEAR AT OU, OSU, COMPREHENSIVE, FOUR-YEAR, TWO-YEAR, AND TOTAL PUBLIC INSTITUTIONS

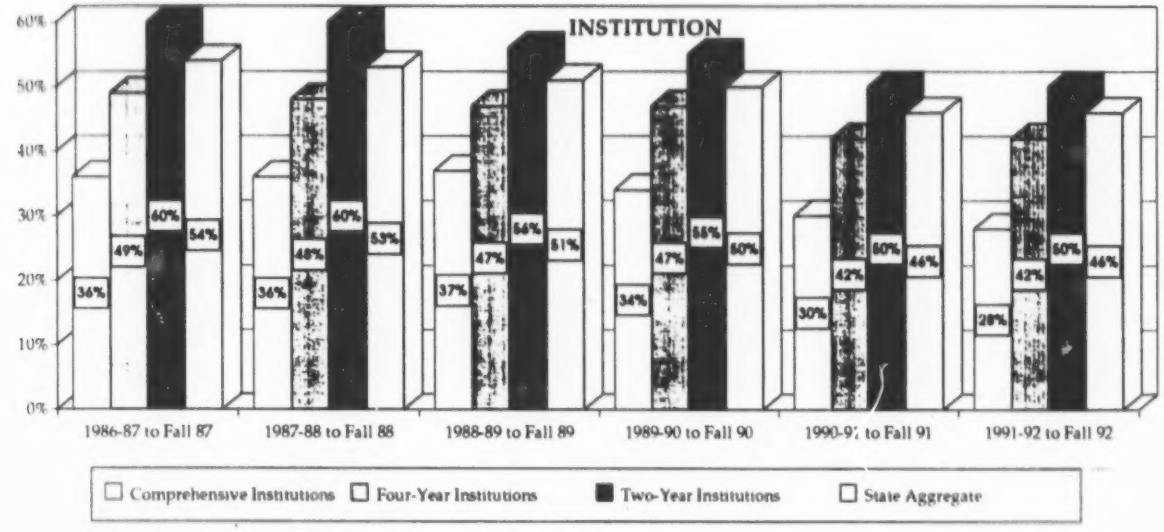
		Freshman		Sophomore		Junior		Senior		All Class Levels	
Institution	Year	Percent Institution Attrition	Percent System Attrition	Percent Institution Attrition	Percent System Attrition	Percent Institution Attrition	Percent System Attrition	Percent Institution Attrition	Percent System Attrition	Percent Institution Attrition	Percent System Attrition
OU	From 1991-92 to Fall 1992	24%	11%	23%	5%	21%	8%	19%	14%	22%	10%
	From 1990-91 to Fall 1991	28%	14%	25%	8%	24%	11%	21%	16%	24%	13%
	From 1989-90 to Fall 1990	34%	20%	29%	11%	25%	12%	22%	17%	28%	15%
	From 1988-89 to Fall 1989	38%	23%	28%	12%	27%	14%	24%	19%	30%	18%
	From 1987-88 to Fall 1988	34%	21%	29%	13%	27%	13%	22%	17%	28%	16%
	From 1986-87 to Fall 1987	34%	22%	28%	12%	27%	14%	22%	16%	28%	17%
OSU	From 1991-92 to Fall 1992	34%	19%	26%	11%	20%	8%	21%	17%	25%	14%
	From 1990-91 to Fall 1991	32%	18%	22%	8%	22%	11%	19%	15%	23%	13%
	From 1989-90 to Fall 1990	33%	19%	25%	12%	23%	11%	20%	16%	25%	14%
	From 1988-89 to Fall 1989	36%	22%	27%	13%	24%	12%	20%	16%	27%	16%
	From 1987-88 to Fall 1988	39%	25%	28%	13%	22%	10%	21%	17%	27%	16%
	From 1986-87 to Fall 1987	39%	24%	28%	13%	23%	12%	21%	17%	27%	14%
Comprehensive Institutions	From 1991-92 to Fall 1992	28%	14%	25%	8%	20%	8%	20%	15%	23%	12%
	From 1990-91 to Fall 1991	30%	16%	23%	8%	23%	11%	20%	16%	24%	13%
	From 1989-90 to Fall 1990	34%	20%	27%	11%	24%	12%	21%	16%	26%	15%
	From 1988-89 to Fall 1989	37%	23%	28%	13%	25%	13%	22%	18%	28%	17%
	From 1987-88 to Fall 1988	36%	22%	29%	13%	24%	12%	22%	17%	28%	16%
	From 1986-87 to Fall 1987	36%	23%	28%	13%	25%	13%	21%	17%	28%	17%
Four-Year Institutions	From 1991-92 to Fall 1992	42%	27%	32%	17%	27%	13%	23%	16%	32%	19%
	From 1990-91 to Fall 1991	42%	25%	33%	16%	29%	13%	22%	15%	32%	18%
	From 1989-90 to Fall 1990	47%	30%	35%	19%	30%	14%	23%	16%	35%	21%
	From 1988-89 to Fall 1989	47%	31%	36%	21%	30%	15%	23%	17%	36%	22%
	From 1987-88 to Fall 1988	48%	32%	36%	20%	31%	16%	23%	16%	36%	23%
	From 1986-87 to Fall 1987	49%	34%	36%	20%	30%	15%	23%	16%	37%	23%
Two-Year Institutions	From 1991-92 to Fall 1992	50%	34%	43%	23%					47%	30%
	From 1990-91 to Fall 1991	50%	33%	43%	21%					48%	28%
	From 1989-90 to Fall 1990	55%	35%	46%	24%					51%	32%
	From 1988-89 to Fall 1989	56%	38%	47%	27%					53%	35%
	From 1987-88 to Fall 1988	60%	41%	46%	24%					56%	36%
	From 1986-87 to Fall 1987	60%	40%	47%	24%					56%	35%
Total Institutions	From 1991-92 to Fall 1992	46%	30%	37%	19%	24%	11%	22%	16%	37%	23%
	From 1990-91 to Fall 1991	46%	29%	37%	17%	26%	12%	21%	15%	37%	21%
	From 1989-90 to Fall 1990	50%	32%	39%	20%	28%	13%	22%	16%	40%	24%
	From 1988-89 to Fall 1989	51%	34%	40%	22%	28%	14%	23%	17%	41%	26%
	From 1987-88 to Fall 1988	53%	36%	40%	21%	28%	14%	22%	16%	42%	27%
	From 1986-87 to Fall 1987	54%	36%	40%	21%	28%	14%	22%	16%	42%	27%

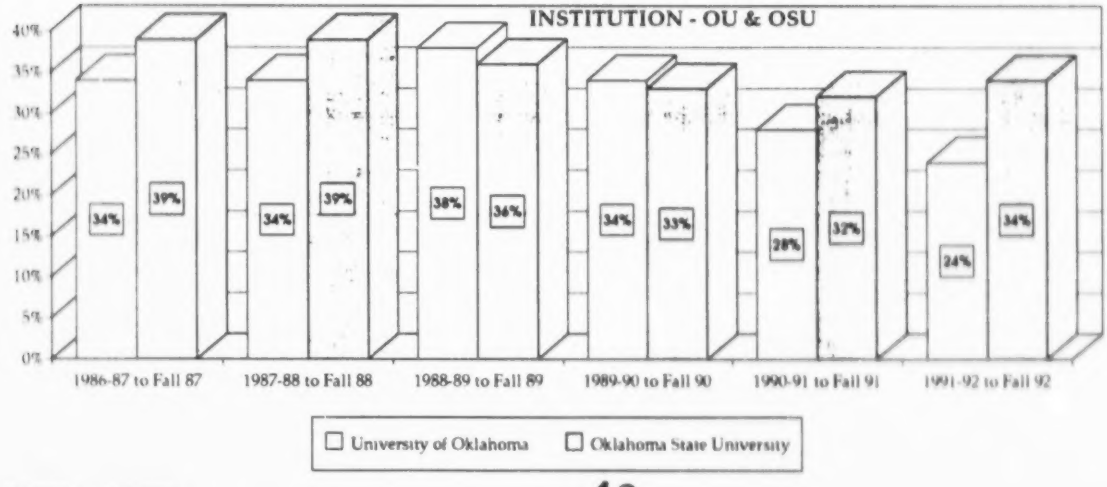
Source: SPR13000B5-SPR18000B5 (UDRFPRGSN). Note: Single-year attrition rates are provided for students who did not return or graduate the previous year. It considers immediate and delay transfers and stop-outs. There is no differentiation between part-time and full-time student attrition. Unclassified (non-degree seeking) students are not included. Institution attrition is the percent of total base year students in the institution specified who did not return to that same institution in fall of the following year. System attrition is the percent of those same total base year students in the institution who did not return to any state institution in fall of the following year.

Oklahoma State Regents for Higher Education

PERCENT OF SINGLE-YEAR ATTRITION FOR FRESHMAN CLASS
1987-1992







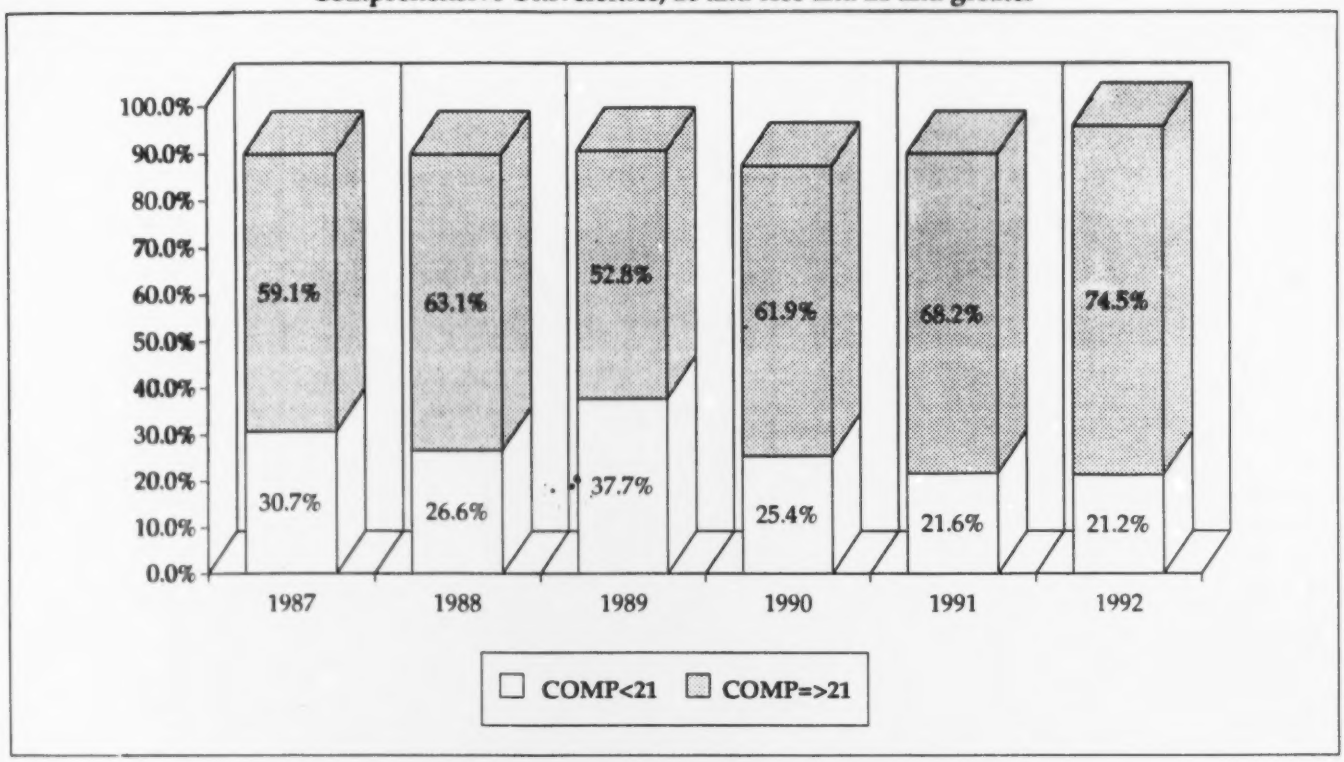
SOURCE: SPR13000B5-SPR18000B5.

NOTES: System attrition is the percentage of total base year students in the institution who did not return to any state institution in fall of the following year. Institution attrition is the percent of total base year students in the institution specified who did not return to the same state institution in fall of the following year.

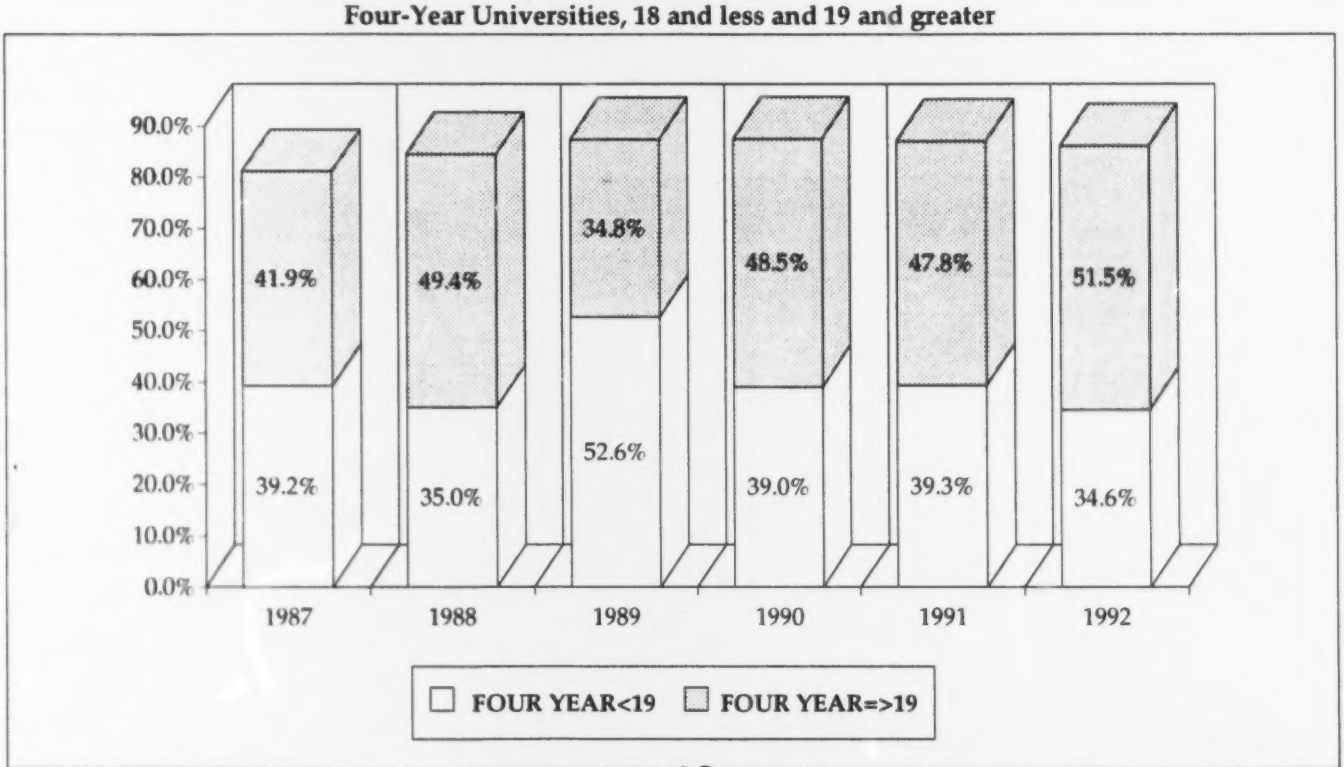
APPENDIX P

PERCENT DISTRIBUTION OF ACT SCORES FOR FIRST-TIME-ENTERING FRESHMEN 1987-1992

Comprehensive Universities, 20 and less and 21 and greater



Four-Year Universities, 18 and less and 19 and greater



SOURCE: SAS, 5-21-93.

NOTE: Students with no ACT information are not included so percent will not equal 100.

HIGH SCHOOL PERFORMANCE AND ACT SCORES FOR FIRST-TIME-ENTERING STUDENTS IN FALL OF 1992

Institution	ACT Only		Rank & GPA Only		ACT, Rank, & GPA		None		Total	First-Time Freshmen
Comprehensive	475	13.4%	588	16.6%	2,261	64.0%	209	5.9%	3,533	4,758
Regional	424	10.9%	734	18.9%	2,016	52.0%	701	18.1%	3,875	6,506
Total	899	12.1%	1,322	17.8%	4,277	57.7%	910	12.3%	7,408	11,264

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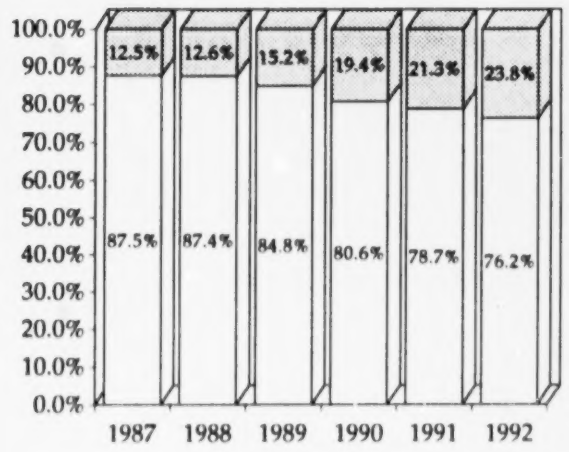
NOTES: Two-year college data unavailable. Different ACT, Rank, and GPA criteria apply to the regional and comprehensive tiers.

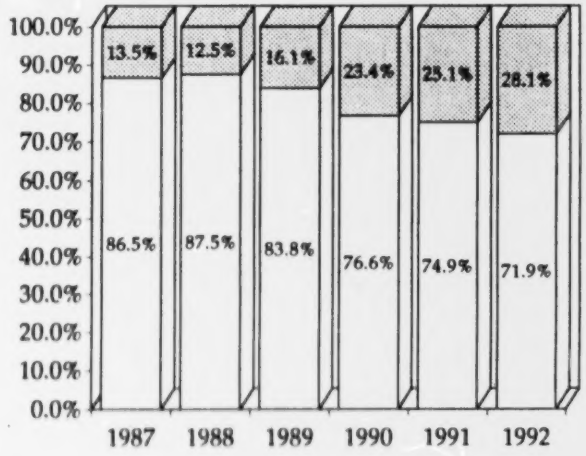
This is the first year High School Performance data have been collected, thus, data are incomplete.

PERCENT DISTRIBUTION OF MINORITY AND WHITE FIRST-TIME-ENTERING FRESHMEN
FALL 1987 - 1992

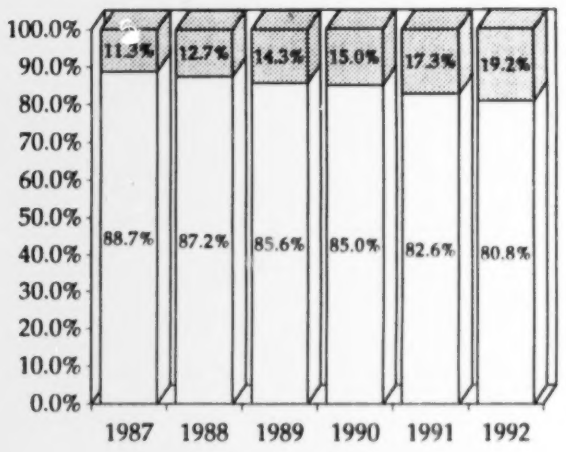
Comprehensive Universities



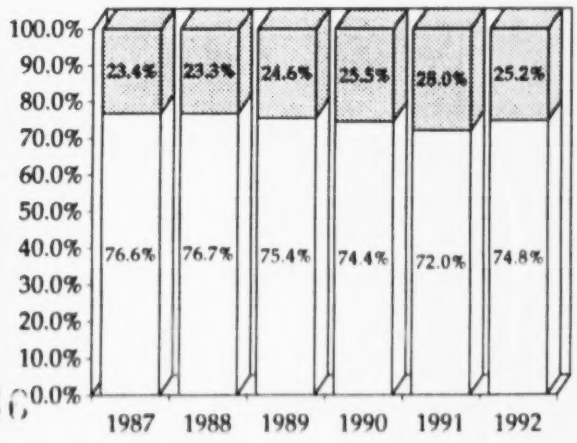
University of Oklahoma



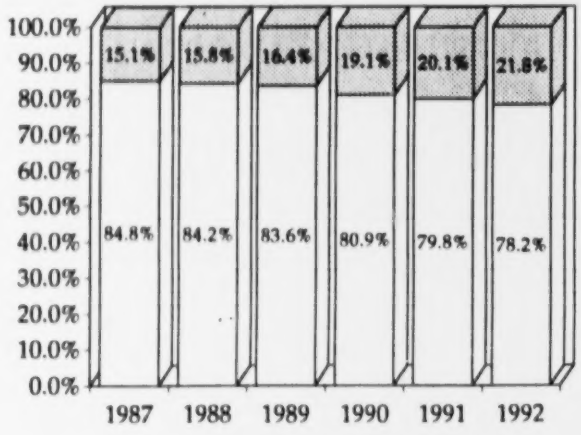
Oklahoma State University



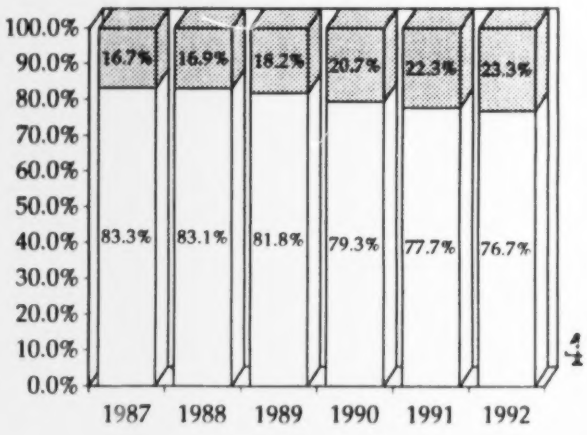
Four-Year Universities



Two-Year Colleges



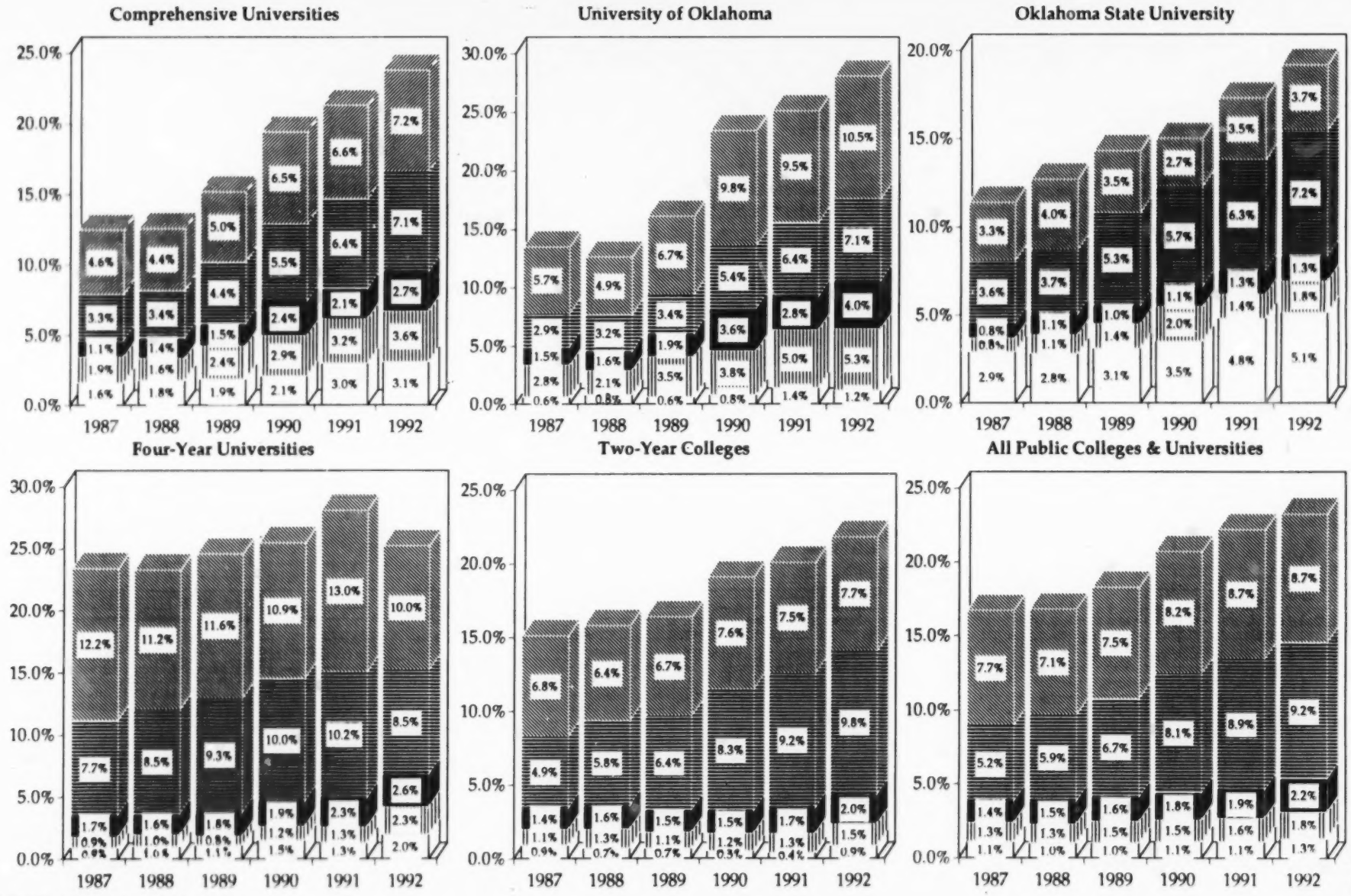
All Public Colleges & Universities



White Total Minorities

SOURCE: OCR2300-2.3

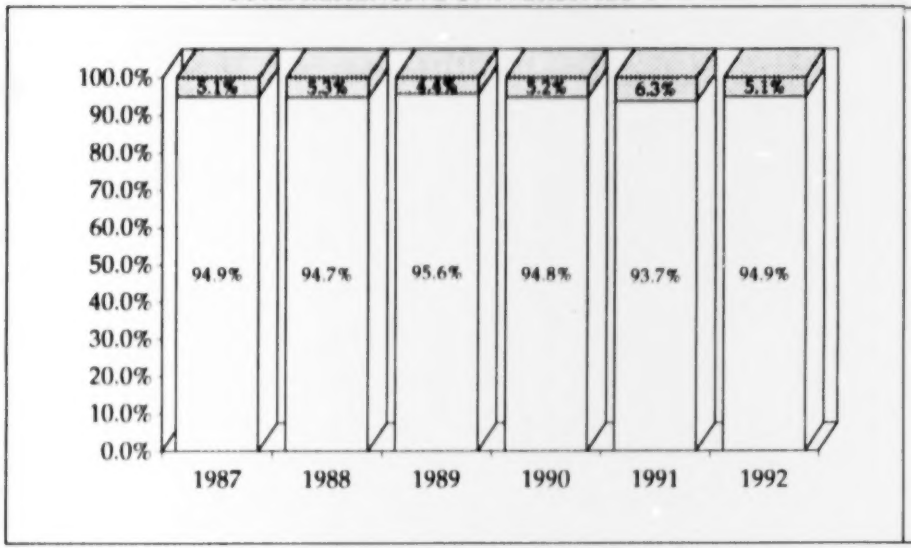
PERCENT DISTRIBUTION OF MINORITY FIRST-TIME-ENTERING FRESHMEN BY RACE
FALL 1987 - 1992



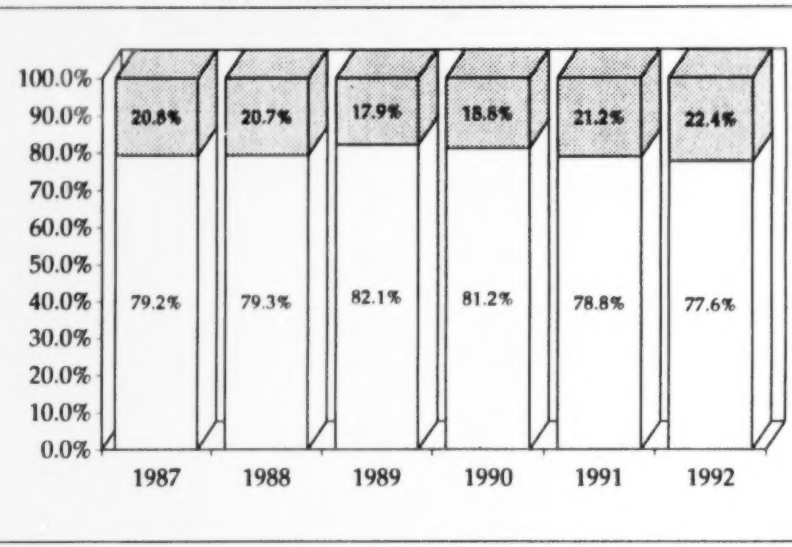
NOTE: NRA=Nonresident Alien
SOURCE: OCR2300-2.3.

PERCENT DISTRIBUTION OF FIRST-TIME FRESHMEN STUDENTS AGE <21 AND 21+ AT PUBLIC COMPREHENSIVE, FOUR-YEAR, AND TWO-YEAR INSTITUTIONS FALL 1987-1992

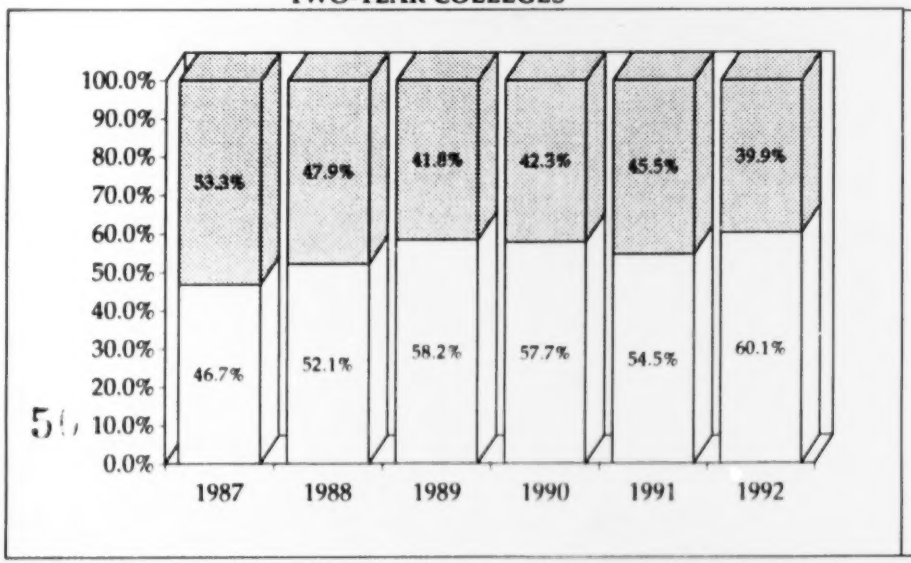
COMPREHENSIVE UNIVERSITIES



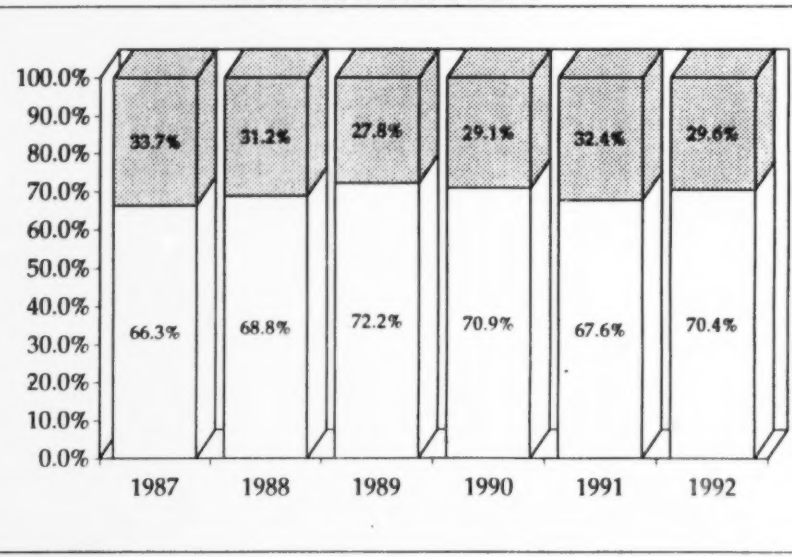
FOUR-YEAR UNIVERSITIES



TWO-YEAR COLLEGES



ALL PUBLIC INSTITUTIONS



SOURCE: OCRAGEGP, 6-10-93.

Age <21 | Age 21+

PERCENT OF FIRST-TIME-ENTERING FRESHMEN BY TYPE OF ADMISSION FALL 1987-1992

	ALL PUBLIC COLLEGES & UNIVERSITIES						COMPREHENSIVE UNIVERSITIES					
	1987	1988	1989	1990	1991	1992	1987	1988	1989	1990	1991	1992
High School Graduate	85.7%	85.8%	85.7%	83.1%			91.8%	90.8%	93.2%	86.6%		
Equivalent High School Graduate	3.9%	3.2%	3.4%	4.0%			0.7%	0.5%	0.2%	0.4%		
Undergraduate Transfer Student	0.0%	0.0%	0.0%	0.0%	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Five Percent Waiver	2.1%	2.4%	3.7%	3.7%			3.8%	4.6%	3.2%	8.3%		
Summer Provisional Admission	0.0%	0.0%	0.1%	0.1%	0.4%	0.1%	0.0%	0.0%	0.2%	0.4%	0.6%	0.1%
Other	6.4%	5.9%	5.8%	6.1%			2.7%	3.3%	2.4%	3.1%		
1st-Time Graduate or Professional Student	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%	0.0%		
Transfer Graduate or Professional Student	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%	0.0%		
Concurrent Enrollment*	2.0%	2.7%	2.5%	3.0%	3.1%	3.8%	0.9%	0.8%	0.9%	1.2%	1.8%	1.2%
Regular Admission - Bachelor's Program					33.1%	29.4%					83.9%	84.9%
Regular Admission - Assoc in Arts or Sci					28.3%	27.6%					0.0%	
Reg Adm - Assoc in Applied Sci/Cert					14.0%	16.5%					0.0%	
Special Non-Degree Seeking Student					7.3%	7.4%					0.0%	
Alternative Admission					2.9%	2.9%					6.8%	8.4%
Adult Admission					8.9%	10.3%					3.7%	3.0%
Home Study or Unaccredited High School					0.5%	0.6%					0.0%	0.0%
Opportunity Admission					0.0%	0.0%					0.0%	
International Student Admission					1.0%	1.2%					3.2%	2.2%

	FOUR-YEAR UNIVERSITIES						TWO-YEAR COLLEGES					
	1987	1988	1989	1990	1991	1992	1987	1988	1989	1990	1991	1992
High School Graduate	86.3%	84.2%	82.4%	82.0%			82.4%	84.1%	84.1%	82.3%		
Equivalent High School Graduate	4.8%	3.4%	3.5%	3.7%			4.9%	4.4%	4.6%	5.5%		
Undergraduate Transfer Student	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.2%
Five Percent Waiver	3.1%	3.5%	6.2%	5.6%			0.7%	0.8%	0.8%	1.0%		
Summer Provisional Admission	0.0%	0.1%	0.1%	0.2%	1.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other	3.6%	5.9%	5.5%	6.1%			9.6%	7.3%	7.3%	7.2%		
1st-Time Graduate or Professional Student	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%	0.0%		
Transfer Graduate or Professional Student	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%	0.0%		
Concurrent Enrollment*	2.2%	2.9%	2.4%	2.4%	1.8%	1.9%	2.4%	3.4%	3.2%	3.9%	4.0%	1.9%
Regular Admission - Bachelor's Program					67.6%	63.0%					3.7%	0.0%
Regular Admission - Assoc in Arts or Sci					5.8%	8.0%					46.2%	51.8%
Reg Adm - Assoc in Applied Sci/Cert					2.4%	3.6%					23.0%	30.1%
Special Non-Degree Seeking Student					7.6%	6.8%					9.3%	2.2%
Alternative Admission					6.0%	6.4%					0.5%	
Adult Admission					6.5%	9.0%					11.5%	12.3%
Home Study or Unaccredited High School					0.4%	0.3%					0.7%	1.1%
Opportunity Admission					0.0%						0.0%	0.0%
International Student Admission					0.5%	0.9%					0.6%	0.5%

SOURCE: SAS, 5-21-93.

NOTE: Type Admission categories changed in 1991.

* Replaces "High School Student" and "Still in High School" in UDS admission categories.

ALTERNATIVE ADMISSION STUDENTS
Fall 1991 - Fall 1992

Institution	Total Alternative Admission Policy Allows	Total Alternative Admissions Admitted	Total Admitted as % of Total Allowed	Scholarship Athletes		Average ACT	Average GPA	Average Hours	
				Total	Total Alt Adm			Attempted	Completed
Comp	817	731	89%	49	7%	19	2.05	13	12
Region	1,148	825	72%	41	5%	17	1.72	13	10
TOTAL	1,965	1,556	79%	90	6%	18	1.87	13	11

FIRST-TIME-ENTERING FRESHMEN
Fall 1991 - Fall 1992
Benchmark Data for Alternative Admission Study

	Freshman Class College Performance (all students)											
	Avg ACT by Semester Admitted					Average GPA					Average Total Hours:	
Institution	Fall 1991	Spr 1992	Sum 1992	Fall 1992	Total	Fall 1991	Spr 1992	Sum 1992	Fall 1992	Total	Attempted	Completed
Comp	23	23	24	24	24	2.59	2.65	2.79	2.68	2.65	14	13
Regional	19	19	20	20	19	2.19	2.39	2.37	2.42	2.35	12	9
TOTAL	21	21	21	21	21	2.36	2.50	2.46	2.53	2.47	12	11

NOTES: These data are based on cumulative data beginning with Fall 1991. Fall 1992 retention data includes students retained from Fall 1991, Spring 1992, and Summer 1992.

This chart reflects the performance of all first-time-entering freshmen in the comprehensive and regional tiers. (The chart includes students admitted under the alternative admission policy, but is not limited to those students.)

ALTERNATIVE ADMISSIONS STUDENTS DISTRIBUTED BY RACE
Fall 1991 - Fall 1992

		Race											
	Total	Black		Native American		Asian		Hispanic		White		Total	
Institution	Alternative Admissions	Total	% of Alt Adm	Total	% of Alt Adm	Total	% of Alt Adm	Total	% of Alt Adm	Total	% of Alt Adm	Total	% of Alt Adm
Comp	731	160	22%	73	10%	9	1%	25	3%	464	63%	731	100%
Regional	825	119	14%	67	8%	5	1%	18	2%	616	75%	825	100%
TOTAL	1,556	279	18%	140	9%	14	1%	43	3%	1,080	69%	1,556	100%

HISTORICAL COMPARISON OF FTE ENROLLMENT TO STATE APPROPRIATIONS